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PROGRAMME OF STUDIES

FOR

GRADE IX

AND

DEPARTMENTAL REGULATIONS

RELATING TO

THE GRADE IX EXAMINATION

FOR THE YEAR

1936-1937

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Departmental Regulations Relating to the Grade IX Programme and Examination for the Year 1936-37

Grades VII, VIII and IX constitute the Intermediate School. The complete programme for the Intermediate School ~~will be introduced in September, 1937~~. Until that time the present programme for Grades VII and VIII will be continued. *Regulations for Grades VII and VIII will be found in the school register.*

During the year 1936-37, the new programme for Grade IX will be used and is compulsory in all schools where Grade IX pupils are taught; with the exception that pupils who on September 1, 1936, hold credit in one or more units of the former Grade IX programme may complete the remaining units of that programme under the former regulations. For particulars, see the High School Regulations, pages 11 and 19.

In one-teacher rural schools the Department of Education expects that, as heretofore, instruction will be offered in Grades I to VIII. In these schools the Department will require that any instruction in grades above the eighth have the approval of an inspector of schools. This approval will not be given unless the inspector is satisfied that the teacher is qualified, that the facilities are adequate, and that the work of the primary and junior grades will not suffer.

THE GRADE IX PROGRAMME

The Grade IX programme comprises *five* compulsory and *three* optional subjects. The following subjects are compulsory:

1. **English,**
   including English Literature, Oral and Written English, with Grammar and Spelling.
2. **Mathematics,**
   including Algebra and Geometry.
3. **Social Studies,**
   including History, Geography and Civics.
4. **General Science.**
5. **Health and Physical Education,**
   including Health Education and Physical Education.

Of the following *optional subjects, any three* will be sufficient to complete the Grade IX programme:

Junior Business, Typewriting, Art, Music, Dramatics, Oral French, General Shop (boys) and **Household Economics** (girls).

In the larger schools, and schools where the complete programme of optional subjects is offered, it is expected that pupils will be free to choose any three of the optional subjects. In the smaller schools the pupils' choice will be limited to subjects in which the teacher holds the proper qualifications, and for which the necessary equipment can be supplied.

Note.—None of the subjects of the new Grade IX programme will in any way be counted as "credits" towards a High School Diploma.

THE TIME-SCHEDULE

The time-schedule for the Grade IX programme will be based on the following data:

(1) The school day of five hours is divided into *eight* periods, approximately equal, *of which one is a study period.*

(2) English, Mathematics, General Science and Social Studies will each be given *one period a day,* or five periods a week.

(3) Health and Physical Education will be given *three* periods a week.

(4) Thus *twelve periods a week* will be available for three optional subjects. Not more than four periods a week, or fewer than two, is to be given to any one optional subject.

(5) It will be necessary to give a half day a week to General Shop or Household Economics.

In the smaller schools it may be found difficult to adhere strictly to the foregoing allocation of time; and more expedient to adopt a schedule based on a nine-period day. With the nine-period day, it will be possible to devote six periods a week to English and six to Mathematics. Teachers should note the fact that English and Mathematics are given a much smaller share of class time in the new programme than in the old. Formerly these subjects were together counted as four units out of a total of six. Now they are counted as two subjects out of eight. In the case of English, however, this fact must be interpreted to mean that *every subject of the programme will require instruction in Oral and Written English.*

THE GRADE IX EXAMINATION

In June, 1937, and each year thereafter, the Department of Education will conduct a Grade IX Examination, on which all pupils will be required to write who have completed the programme of Grades VII, VIII and IX, and desire promotion to the High School. The pupils' status and achievement will be graded by a High School Entrance Examination Board according to certain standards of quality; and on this basis pupils will be directed to appropriate courses of the high school programme.

The examination in June, 1937, will comprise *four* question papers: one on English, one on Mathematics, one on Social Studies, and one on General Science and Health Education.

There will be *no Departmental examination in June,* 1937, *on any of the optional subjects.* Standing will be granted on the recommendation of the teacher to pupils who complete the course in any of these subjects.

It must be understood, however, that no pupil is eligible for promotion to the High School who has not full standing in three optional subjects.

PROMOTION FROM GRADE IX TO THE HIGH SCHOOL

The following regulations will govern promotion from Grade IX to the High School. Further regulations, if necessary, will be announced during the year:

1. A Grade IX candidate's standing on the Departmental Examination will be reckoned by averaging his achievement on the four question papers mentioned above. A reasonable minimum will be required on each paper, provided that the High School Entrance Examination Board may make special recommendations where such are required.
2. The following schedule will govern promotions:

Average Achievement	**Conditions of Promotion**
60% and over	Unconditional promotion. With this standing pupils are free to take any course or subject of the High School Programme.
45%—60%	Promotion under recommendation. Pupils may, in the first year of High School programme, proceed to courses in the *optional subjects,* and also to courses in not more than *three* of the following subjects: Mathematics, Languages, English, Social Studies, Science.
30%—45%	Restricted promotion. Pupils may be promoted to general diploma and optional courses where facilities permit.
Under 30%	Failure. Pupils must repeat the Grade IX course.

ENGLISH

English embraces *English Literature* and *Oral and Written English;* the latter including *Grammar* and *Spelling.*

ENGLISH LITERATURE

The new course in English Literature has not yet been completed. In September, 1937, two new anthologies will be introduced, one of verse and the other of prose. For the present year the former Grade IX course (Literature) will be used.

In comparison with other subjects, English will be given less time in the new programme than in the former programme, where it was counted as two "units." This change will require less formal "teaching" of Literature and more reading by the students under the direction of the teacher. The main purpose of the course is not that students prepare for an examination, but that they read, appreciate and enjoy. For this purpose, extensive reading is more important than intensive study. Freedom in reading is necessary for enjoyment.

Time may be saved if the teacher correlates the selections in Literature with other subjects of the programme. The social ideals embodied in Literature should be closely related to the Social Studies. Literature can no longer be regarded as a "subject" or compartment that is separate from other parts of the programme.

It is suggested that the teacher endeavor to interest the students in current literature, with some special attention to Canadian authors.

The following is the prescribed reading for the year 1936-37:

Literature.

A.—Prose: English Literature: Prose—*Selections for First Year. Series I* (The Copp Clark Co.).

B.—Poetry: English Literature: Poetry—*Selections for First Year. Series I* (The Copp Clark Co.).

*An elementary study of rhythm in verse:

- (a) The foot of two syllables.
  Iambic and trochaic feet.
- (b) The line.
  Monometer, dimeter, trimeter, tetrameter, pentameter, hexameter, and heptameter verse.
- (c) Scansion of regular iambic and trochaic metres.

*The material for this study will be found under the head of "Versification" in *Poetry—Selections for First Year, Series I.*

For Memorization:

The Battle of Lake Regillus.
    Lines 65-76—But Roman . . . . thy head alway.
    Line 733-752—Then burst . . . . saw them more.
The Daffodils.
    Lines 1-24—I wandered lonely . . . . . . with the daffodils.
The Eve of Waterloo.
    Lines 1-9—There was a sound . . . . rising knell.
The Warden of Cinque Ports.
    Lines 33-44—For in the night . . . . shore to shore.
A Voice from the West.
    Lines 1-18—What is the voice . . . . . . but free men can.
On First Looking into Chapman's Homer.
    Lines 1-14—Much have I travell'd . . . . . peak in Darien.
The Downfall of Wolsey.
    Lines 1-14—Farewell! a long farewell . . . . hide me.
If.
    Lines 25-32—If you can talk . . . . . . be a Man, my son!
Snowbound.
    Lines 422-437—And yet, dear heart! . . . . thy beckoning hand.
Sohrab and Rustum.
    Lines 708-715—Father, forbear . . . . father's spear.
A Christmas Carol.
    Page 87—Oh cold, cold, rigid, dreadful Death . with life immortal.

Supplementary Literature.

A.—Required:

1. Tennyson, *Enoch Arden.*
2. Hawthorne, *The Wonder Book.*
3. *Selected Stories from Canadian Prose* (Macmillan).

The following selections to be read:

Mr. Slick Comments on his Famous Theory	Page 9
The Conspiracy of Pontiac	Page 34
Radisson's First Voyage	Page 65
The Winning of Marie-Louise	Page 78
Expiation	Page 93
The Patrol of the Cypress Hills	Page 105
Forest Strategy	Page 133
Bargaining with the Factor	Page 149
Dour Davie's Drive	Page 192
Work	Page 219
The Fruits of Toil	Page 235

B.—Recommended, but not obligatory:

1. Stevenson—*Kidnappjed.*
2. Homer—*Odyssey* (Butcher & Lang's Translation).

Note.—In June, 1937, *there will be but one Grade IX examination in English, which, in so far as English Literature is concerned, will in the main test the student's ability to express his own appreciation of what he has read and enjoyed.*

ORAL AND WRITTEN ENGLISH

The prescribed textbook has been authorized for use by the students during the year 1936-37; and it may be taken as the outline of the course in Oral and Written English (Composition). The attention of teachers, however, is directed to the following special requirements:

1. From 25% to 50% of the instruction in Oral and Written English is to be devoted to Oral English.
2. Oral English is to be regarded as an integral part of the work in Social Studies, General Science, and Mathematics; and also of such optional subjects as Dramatics and Junior Business.
3. The course is based on "functional centres" or "experience units." In other words, it will stress the practical use of English in various common "speech situations," rather than the reproduction by the student of theoretic principles.
4. The student is required to spell with 100% accuracy all of the words which he uses with any frequency. The teacher will find some valuable suggestions for work in Spelling, both in the authorized textbook, and in the prescribed teacher's reference—the "Century Handbook of Writing."

Note.—In June, 1937, *there will be but one Grade IX examination in English, which, in so far as Oral and Written English is concerned, will test the student's ability to express his ideas clearly, correctly, and in good form.*

Textbooks.

The following is the authorized textbook for this course: "Sense and Structure"; Diltz and Cochrane—Clarke, Irwin & Co.

The following book is prescribed as a teachers' reference: "Century Handbook of Writing."

MATHEMATICS

In this course, the mathematical ideas and technique Grades of Arithmetic, Algebra and Geometry are developed without treating these subjects separately. This integration is more easily effected in the mathematical courses of Grades VII and VIII, while in Grade IX some separation is unavoidable.

In the Algebra portion of the course it is intended that the student's knowledge of numbers and space relations be used as the basis for formulae and operations, and that every effort be made to recognize that it is mathematics that is being studied, and not a narrow and abstract set of algebraic rules.

In the Geometry portion of the course the same principle should be kept in mind. The pupils' experiences and earlier knowledge of space relations and measurements should form the basis. This principle has been recognized in many courses of study elsewhere. Three stages in the learning of Geometry have been recognized and utilized in the planning of courses:

First Stage:

The meanings, geometric terms and many of the simple relations between parts of plane figure learned or relearned through observation and intuition. Formal (theoretic) proofs would be omitted in this stage.

Second Stage:

Relations which have been observed and stated are used in proving simple deductions and in verifying well-known methods of construction.

Third Stage:

Formal proofs of most of the important geometrical statements and constructions (propositions) are arranged to form, as nearly as possible, a strictly logical system.

The first and second of the above stages are to receive emphasis. Studies of the properties of lines, angles, triangles, parallels and quadrilaterals are to be made inductively. Constructions are to be practised and relationships stated as a result of observation, measurement and discovery. Beginning with the section on congruence, the student is to be introduced to the use of argument or proof in deducing facts and methods as described in the second stage above.

The third stage involving appreciation of the Euclidean attempt to construct a logical system is not to be attempted in this grade. Thus proofs of congruence by "superposition" and the questionable logic of the "parallel postulate" are replaced by the frank assumption of the important and fundamental truths.

After each principle has been inferred and stated clearly, short and easy applications should be made. In many instances these may be found in the practical every-day world; in others easy numerical exercises will serve.

In the same way arithmetical and geometrical exemples may be used as illustrations in Algebra.

Textbook: The authorized textbook is "Mathematics for To-day" by Lazerte and Betts.

This combined course should receive one period per day throughout the year. The teachers are advised to teach the Algebra portion of the course two or three periods per week, and the Geometry on the remaining days.

The following books are among those recommended for reading by the teachers:

Durell—"The Teaching of Elementary Algebra."
Godfrey and Siddons—"The Teaching of Elementary Mathematics."
Breslich—"The Technique of Teaching Secondary School Mathematics."

SOCIAL STUDIES

INTRODUCTION

"The scope of the social studies embraces the entire field of human relations, the significant movements of human history, and the problems and issues of contemporary society. Consideration of the customs, culture and social practices of the people of the neighborhood, State, nation, and world are the province of the social studies. The social studies include those fields of human experience that deal with man-to-man relationships considered in the subjects of history, geography, economics, civics, sociology, home economics, and psychology. Social movements and social forces can best be understood and improved when concepts and materials are drawn from these fields and integrated by the learner around large centres of human interest. This course of study accepts this unitary view as contrasted with that of history, civics, geography, etc., pursued as separate fields of subject matter."—"The Tentative Course of Study" for the State of Virginia, Grade VIII, page 25.

The course in Social Studies for the Intermediate Grades—VII, VIII and IX—of Alberta schools will introduce pupils to the problems of modern civilization in their historical and geographical setting. As its name implies, it is socially directed, dealing essentially with the "here" and "now," and subordinating the "there"' and "then." It is in no sense an attempt to camouflage history, geography and civics. When the content of these formal subject categories sheds any light on the problems under study, it is then introduced. Frequently the pupil's textbook will be the community in which he lives.

The theme of the Grade IX course is *The World in Which We Live.* This course concentrates on problems of the world today. In the new programme, the preceding courses for Grades VII and VIII will be arranged in a two-year cycle, of which Cycle A will deal with *Canadian Problems,* and Cycle B with *Problems of the British Commonwealth.*

There can be no questioning the importance of introducing youth to an understanding of contemporary civilization. Present conditions throw into sharp relief the vital necessity of understanding modern life and the modern world. Thus our schools are confronted with the difficult task of educating pupils to become informed, thinking citizens. The rapid development of industrial civilization has produced problems of living together that baffle even the keenest adult brain. In a very few years the generation of children now in our classrooms is to confront those problems. Their reaction to them will be determined by the social spirit they have imbibed in the schools of today.

Fundamental Objectives.

This course is the culmination of the social studies programme in the elementary and the intermediate school. To many pupils it affords the last opportunity that the schools will provide for insight into the complex problems of society before the pupils undertake the responsibilities of citizenship. The fundamental objectives of the course are therefore the following:

1. To facilitate an understanding of the social and economic realities.
2. To develop the ability to see both sides of a question, and to think independently on a basis of facts.
3. To induce an attitude of fair-mindedness, and a desire to co-operate with others for the welfare of the community.

Note.—In this connection, teachers are asked to refer to the *Course in Social Studies* in the *Programme for the Elementary School,* and to read there the introduction, and the statement of objectives and minimum requirements.

Pupil Activities.

The basic principle of procedure in this course is that *learning is an active process.* The outline abounds in activities that call for pupil experimentation, individual research, and creative self-expression. The social studies classroom, instead of being a place where children "learn" history, geography and civics, is to be a real laboratory, where co-operation, initiative, originality and responsibility are developed.

Here are a few suggestions adapted from Rugg's *Teacher's Guide to the Social Studies Series* (Ginn & Co.):

1. Let the pupils work out their own class organization for the development of problems, electing officers, appointing committees, etc.
2. Give the pupil committees responsibility for class excursions, for managing the library, for producing plays, etc.
3. Encourage pupils to suggest topics for open-forum discussion. Let them introduce current controversial problems in which they are interested, and which are related to the problem under study. In this way the pupils will not only develop open-mindedness, but they will also grasp the relation of the problem to the life of today.
4. Encourage pupils to ask questions of speakers as reports are being presented, to develop a vigorous interplay of pupil minds and to stimulate thoughtful pupil activity in the work of the course.

5. Permit and encourage individual reactions, fostering the development of individual characteristics whenever possible.

The Activities following each Problem are suggestive only. They are to be used, modified or rejected as the judgment of the teacher dictates. Activities suitable to one class or teacher may not suit another. Each teacher and class must feel free to develop those interests which seem most fruitful and stimulating.

In a few instances formal debates are suggested, but the free discussion of the open-forum appears to be of greater value, as it involves the whole class.

As pupils mature in their ability to conduct an independent investigation, they may be assigned some major topic for study and report.

The Suggested Content.

The elaboration of the sub-topics for each problem is *not prescriptive,* but *purely suggestive.* The items of the sub-topics fall into natural groupings, each of which may become the immediate problem of some individual or committee. *Under no circumstances is each item to be "taught" in detail.* The teacher who attempts this procedure will complain that the course is too long; for he will find that he cannot complete it within the school year. *All the pupils are not expected to study all the items of every sub-topic.* Different pupils or committees will take different items and report to the class, which will be responsible as a whole only for the gist of these reports, and for outstanding principles and generalizations. *Teachers are advised to govern their distribution of time by the number of class and open-forum periods which appears at the end of each problem outline.*

The course aims to raise problems; it makes no pretense of solving them. To solve them is the function of adult society. If the teacher gets the right perspective of the course, he will cease to concern himself with the minute details of every problem; and in the meantime his pupils will grow into social understanding.

Correlations.

The course is planned to afford pupils an opportunity to draw on various fields of knowledge for an interpretation of social problems. It is suggested that this will prove an effective method of off-setting the baneful influence of compartmentalized knowledge. A variety of correlated activities is suggested, and alert teachers will seize every opportunity to multiply the suggestions.

The Open Forum.

No outcome of this course is more important than that brought about through open-forum discussions. There is, first of all, the practice of each pupil in alert thinking on his feet. In the second place, there is the development of tolerant understanding in its two-fold aspect,—open-mindedness and critical-mindedness. With the creation of these two attitudes, there is developed an immediate and effective antidote against indoctrination by adult influence in the out-of-school environment.

The Pupil's Notebook.

The notebook should be of the loose-leaf type to facilitate the insertion of new material, as the student meets it in the extensive reading which is a feature of the course. The fact that a topic has been concluded should not mean that any related material which the pupil may discover in his later reading is to be ignored. Every effort should be made to keep each problem alive and current throughout the year.

The notebook becomes the pupil's personal record of the development of each problem. It should contain all reading summaries, lists of references, drawings, maps, cartoons, synopses of papers read, and reports of personal investigations. *It should never degenerate into a repository for dictated notes.*

Textbooks and Reference Books.

There is no authorized textbook for this course. It is intended that the pupil shall have at his disposal a classroom library, or a school library, rather than a single textbook. The pupils should be encouraged to bring books from home, to consult local public libraries, and *to make a survey of the reading resources of the community*—in books, magazines, periodicals and newspapers.

(a) All pupils will be expected to have the following textbooks which they have already used in Grades VII and VIII:

A New History of Great Britain and Canada; Wallace—Macmillan Co.
Studies in Citizenship; McCaig—Educational Book Co.
Alberta Public School Geography—W. J. Gage Co.

(b) If a larger library is not available, *the following three books are recommended for use in place of a textbook*:

Makers of the Modern World; Searle—Macmillan Co.
Kingsway Histories, Book IV; Williams—Evans Bros.
Manual for Geography 1; Hilton—King's Printer, Edmonton.

The foregoing six books may be had from the School-Book Branch, Department of Education, Edmonton. They will constitute a minimum library for the course, *and they may be regarded as textbooks.*

(c) It will not be necessary for every member of the class have a copy of each of the books mentioned above. Some may have one book and some another. The follownig list of books is suggested as a sufficient working library for a class of fifteen pupils. For each book the estimated number of copies required is indicated. In a larger class the number of books required should be increased proportionately. (Approximate price per copy is given in parentheses.)

10 *New History of Great Britain and Canada;* Wallace—Macmillan Co. ($1.00).
10 *Studies in Citizenship;* McCaig—Educational Book Co. (70c).
10 *Alberta Public School Geography*—W. J. Gage Co. ($1.40).
8 *Makers of the Modern World;* Searle—Macmillan Co. (90c).
8 *Kingsway Histories,* Book IV—Evans Bros. (85c).
4 *Manual for Geography* 1; Hilton—King's Printer, Edmonton (75c).
3 *Canada* 1936 (25c), or—
1 *Canada Year Book*—both from the Dominion Bureau of Statistics, Ottawa ($2.50).
1 *World's Almanac and Book of Facts*—New York World-Telegram, 125 Barclay St., New York (Paper, 80c).
1 *Our Industrial World;* Smith—Winston Co. ($1.75).
1 *Economic Geography;* Jones—(Holt Co.) Oxford University Press ($1.80).
1 *Changing Civilizations in the Modern World,* Book 2 of the *Social Science Series;* Rugg—Ginn & Co. ($2.00).

1 *Changing Governments and Changing Cultures,* Book 6 of the *Social Science Series;* Rugg—Ginn & Co. ($2.00).

1 *Man's Achievement,* Book II; Pahlow—Ginn & Co. ($2.00).

USEFUL REFERENCES

For Pupils:

Britain's Story; Bellis—Macmillan Co.

Oxford History Readers, Book III—Oxford University Press.

Scenes in Hanoverian Times—Oxford University Press.

A Reader in Canadian Civics; Wallace—Macmillan Co.

Canadian Industrial Reader; Sherwin and Reed—J. M. Dent & Sons.

World Wide Geographies, Book VIII—Oxford University Press.

For Teacher and Pupils.

The American Primers—University of Chicago Press. (Each 25c.)

- Business and Government.
- Friends or Enemies.
- Jobs or the Dole.
- Money.
- Strikes.
- The Farm Business.
- You and Machines.
- Youth in the Depression.

The Social Science Series; Rugg—Ginn & Co.

- Introduction to American Civilization (Book 1).
- A History of American Civilization (Book 3).
- A History of American Government and Culture (Book 4).
- Introduction to the Problems of American Culture (Book 5). (Books 2 and 6 of this Series are listed above.)
- Teachers' Guides to the foregoing textbooks (each 50c).
- Pupils' Workbooks for the foregoing textbooks. (Each 45c.)

Microbe Hunters; De Kruif—Harcourt, Brace & Co.

Hunger Fighters; De Kruif—Harcourt, Brace & Co.

The Modern World; MacKay and Saunders—Ryerson Press.

Our Changing Social Order; Gavian, Gray and Groves—(Heath & Co.) Copp Clark Co.

A World Geography for Canadian Schools; Denton and Lord—J. M. Dent and Sons ($1.80).

The Native's Return; Louis Adamic—Harper & Bros.

Whitaker's Almanac—12 Warwick Lane, London, England ($1.80).

Magazines, Periodicals, Bulletins:

House of Commons Debates—King's Printer, Ottawa.

Canadian Geographic.

Reader's Digest—Pleasantville, New York.

Monthly News Sheet and *Bulletins* of the League of Nations Society, Canada—Literature Service, League of Nations Society, Ottawa.

World Affairs: Current Events for Canadian Schools—23 Grenville St., Toronto. (Club rate of 75c for 5 copies, monthly.)

Canadian Comment—Current Publications Ltd., 23 Scott St., Toronto. (Monthly; $1.00 a year.)

World Wide—Witness Publishing Co., Montreal. (Weekly; $3.00 a year.)

Current Histroy—229 West 43rd St., New York. (Monthly; $4.00 a year.)

Bulletin of International News—Royal Institute of International Affairs, Chatham House, St. James' Square, London, England. (15s a year.)

Bulletins of the Dominion and Provincial Government Departments.

Health Bulletins issued by the Metropolitan Life Insurance Co., Ottawa.

The Beaver, a magazine published by the Hudson's Bay Co.

Newspapers.

SUGGESTED CLASSROOM EQUIPMENT

Movable desks or tables.
Tables for exhibits.
Bulletins boards in every available space.
Ample blackboard space.
Classroom library cupboard.
Stand for newspapers and magazines.
Filing cabinet for clippings and pictures.
Wall maps, charts and globes.
Newsprint paper, 24″×36″.
Colored chalk.
Tempera color.
Projection lantern.
A good dictionary, an atlas, and an encyclopaedia.

THE WORLD IN WHICH WE LIVE

1.—INTRODUCTORY PROBLEM: HOW GEOGRAPHIC FACTORS AFFECT SOCIAL AND ECONOMIC LIFE

This topic is to be developed as a *preview* of the work for the year. Intensive teaching of the suggested content, item by item, is not to be attempted. The subtopics indicate how the theme may profitably be developed. The purpose is to stimulate discussion by the pupils, and to open up problems that will be treated more elaborately as the course develops.

(a) In Certain Restricted Areas of the World People Have Congregated in Very Large Numbers: Why the most densely populated regions are in S.E. Asia, Western Europe and N.E. United States; the influence of natural barriers (mountains, deserts, oceans) on migration; influence of soil and climate; influence of varied nature of natural resources and related industries; influence of hinterland; influence of natural transportation routes and accessibility of markets.

(b) Congestion in Densely Populated Areas Formerly Relieved by Emigration: Why Europeans moved across the Atlantic to North and South America rather than across the Mediterranean into Africa, which they highly prize today; why Central Asia remained relatively unoccupied by Chinese and Hindoos; why Australia did not absorb the overflow from the Oriental nations prior to its occupation by England; why relief through emigration is no longer being effected.

(c) THE INFLUENCE OF SCIENTIFIC DISCOVERIES ON MODERN COLONIZATION: Many regions formerly considered unsuitable for habitation by civilized people are now being colonized; many inhospitable mountain and tundra areas are now producing important industrial minerals; development of the mining industry in isolated sections of Canada and other countries; development of new modes of transportation and communication to remove the isolation of these areas; development of field and garden crops and animals (reindeer) to suit new conditions; irrigation projects and reclamation of desert and semi-arid regions; the war against disease plagues of the tropics; markets for products of new frontiers.

(d) THE IMPORTANCE OF MAINTAINING A HIGH STANDARD OF LIVING: What constitutes a high standard of living for Canadians; for European nations; for Asiatic nations; why highly industrialized nations support larger populations than those dependent upon agriculture; lack of raw materials in the newer industrial nations, e.g., Japan, Italy, Germany (since Peace of Versailles); danger of international conflict; probable effect of such a catastrophe on modern civilization.

Time—8 class periods; 2 open-forum periods.

Minimum Requirements.

1. An appreciation of man's ability to solve his problems when he assembles his intellectual and material resources for the purpose.

2. An appreciation of the effect of man's physical environment on his social development and organization.

3. A review of the main geographical features of the continental masses.

4. A knowledge of the location of the major industrial nations and of the minerals and other raw materials upon which they are dependent.

Suggested Pupil Activities.

1. Present reports and illustrative material on the topics suggested in the outline.

2. Prepare an homosoline projection map showing the distribution of the peoples of the world.

3. Class discussion on the extent to which vast areas in Africa and South America could be made suitable for habitation by Europeans, were one year's expenditure on armaments devoted to such a purpose.

4. Open forum: "Light not heat the governing principle in all discussions"; How to conduct a public meeting—duties of various officers; How to draw up a Constitution for a Social Studies Society; Is over-population a menace to World Peace?

5. Collect and develop cartoons suggested by the outline.

References.

1. Geography Manual (Hilton): Pages 41-54.
2. Public School Geography: Reference Tables and Maps.
3. Changing Civilizations in the Modern World (Rugg): Chapters I and XXV.

PROBLEM 2: HOW MODERN DEVELOPMENTS ARE REVOLUTIONIZING HOME AND COMMUNITY LIFE

In this section the attentions of the pupils should be directed to the ever-changing environment in which they live, and to the forces that effect change. Because of a few recent inventions, the child's social environment of today is very different from the social environment of his parents when they were children. Marked as the improvement in the general conditions of living has been, conditions still exist in rural and urban communities that challenge the intelligence and good-will of present and future citizens.

(a) Living Conditions in Large Centres of Population: Types of homes (individual houses, apartments, slums); provision of modern conveniences in homes; improvement of housing (new materials used; scientific planning; insulation; heating; air-conditioning; lighting; decoration; furnishings; improvement of outside surroundings); city planning; general effects of living conditions on family life.

Note.—There should be a definite correlation with General Science and with Health Education at this point. For the purpose of Social Studies not much detail is required. More may be introduced in the science or health class. The important requirement here is that pupils appreciate the fact that the community has organized itself to render efficiently certain essential services.

(b) Community Provision for Social Services in Large Centres: Police and fire protection; sanitation, including disposal of garbage and sewage, inspection of stores, food, milk, water, etc.; streets; public utilities—water, light, gas, power, transportation, telephones, and the ownership of these; health services—the Public Health Board, pure food legislation, adulteration of food and drugs, misleading advertising, the Public Health Clinic and its value to the community; hospitals, how controlled and financed and their value to the community; education, public and private; libraries; recreation; voluntary service organizations; the church; community government (review).

(c) Living Conditions in Rural Areas: Houses, barns and other buildings; police and fire protection; sanitation, including disposal of sewage and garbage; water supply; municipal hospitals; travelling clinics; labor-saving equipment in the rural home—sewing machine, cream separator, washing machine, etc.; labor-saving machinery on the farm; importance of electrical power in rural areas; why electrical power is not available in a province having extensive power resources; rural education; libraries; the church; recreation; community centres; community government (review); the breaking down of rural isolation by the automobile, newspaper, telephone, radio, rural mail delivery and improved roads; making rural life even more attractive.

(d) Influences Affecting Rural and Urban Development: Over-expenditure and over-capitalization during the land and production boom of the war and post-war years; high pressure salesmanship of machinery and live stock; instalment buying; collapse of prices in 1929-30; mortgages and interest rates; local taxation; development of co-operative purchasing and marketing, e.g., the Wheat Pool.

Time—20 class periods; 5 open-forum periods.

Minimum Requirements.

1. An appreciation by urban children of rural home and community life, and by rural children of urban home and community life.
2. An appreciation of the part played by the automobile, the telephone, the radio, and the press, in developing a superior type of rural and urban culture.
3. An appreciation of the fact that there are conditions in both rural and urban life which present a challenge to the citizens of today.
4. A knowledge of how the community guards the health of its citizens.
5. A knowledge of how the community is governed.

Suggested Pupil Activities.

1. Pupil reports on topics suggested in the outline.
2. Representation by pictures of changes in rural and urban homes due to modern inventions.
3. Development of appropriate cartoons.
4. Drafting of plans for the "ideal" kitchen, etc.
5. Planning of grounds about a home.
6. Prepare a play demonstrating the isolation of the pioneer home in time of illness.
7. Open forum: Discuss such questions as public vs. private ownership of public utilities; control of power; developing of sales resistance.
8. Reports on the contributions to human welfare made by such leaders as Jenner, Pasteur, Lister, Simpson, Curie, Florence Nightingale, Reid and Banting.

Correlations.

1. The sections of this Problem dealing with health may be discussed during the Health Education periods.
2. Parts of sections (a) and (b) belong as much to Art as to Social Studies.
3. The play suggested in the "activities" above may be worked out during the Dramatics periods.

References.

1. Kingsway Histories, Book IV: Pages 38-45.
2. Makers of the Modern World (Searle): Pages 156-190.
3. Studies in Citizenship (McCaig): Part I.
4. Microbe Hunters (De Kruif).
5. Canada 1936.
6. Regulations of the Local, Provincial, and Dominion Health Authorities.

PROBLEM 3: HOW MODERN SCIENTIFIC DISCOVERIES AFFECT THE FOOD AND CLOTHING OF THE CANADIAN PEOPLE

As in Problem 2, the attention of the pupils should be directed to the immediate environment, and to the changes produced in it by modern methods of doing things. In this section also, pupil and committee reports should be a prominent feature.

Note.—All pupils are not expected to study all items in detail. For example, while one pupil or a small committee is investigating wheat, another may investigate rice or some of the tropical fruits. When reports are made, the class as a whole will be responsible for the importance of these items in international trade and for the location of the chief producing areas, but will not be responsible for all the detail presented by the committee in its report. The same suggestion applies to the reports on clothing.

(a) FOODSTUFFS FORM AN IMPORTANT ELEMENT IN INTERNATIONAL TRADE: The interdependence of industrial and agricultural nations; the important foodstuffs—wheat, meat, fish, fruit, vegetables from the temperate lands; and fruit, vegetables, sugar, coffee, tea from the tropical and sub-tropical lands; the climatic and soil requirements necessary for the successful production of such foodstuffs; labor and transportation requirements for successful growth and marketing; faulty distribution of food supplies of the world causes the anomaly of a food surplus in Canada with a famine in China.

(b) SCIENCE AIDS IN THE PRODUCTION OF GREATER SUPPLIES OF FOOD: Work of Burbank, Saunders and others in the improvement of plants and animals and in the control of diseases; use of natural and artificial fertilizers to increase production; improved transportation facilities open up new markets (e.g., refrigeration opened the markets of the northern hemisphere to Australia and the Argentine); packing plants; canning of fish, meat and fruit.

(c) CHANGES IN CLOTHING: Clothing now a product of the factory; less clothing being worn, especially by office workers; chief countries producing cotton, wool, silk and flax; producing and manufacturing processes; labor conditions; important industrial centres in the chief producing countries; rayon an important substitute, especially in Eastern Canada; how rayon is produced.

(d) INTERNATIONAL TRADE IN FOODSTUFFS AND RAW MATERIALS: Some important raw materials—iron ore, nickel, aluminum, rubber, oil, coal, copper; Canada's contribution to international trade in these materials; the importance of a policy for conserving Canada's natural resources; trade routes of the world; monopoly of raw materials and international strife; relation of the British Commonwealth to this problem.

Time—20 class periods; 5 open-forum periods.

Minimum Requirements.

1. An appreciation of the interdependence of agricultural and industrial nations.
2. An appreciation of the vital need for a more equitable distribution of the world's available supplies of food.
3. An appreciation of the danger to world peace when a few great powers monopolize the available raw materials; and an understanding of the position of Great Britain and the United States in this respect.
4. An appreciation of the part played by science in the production of increased supplies of food, and in the more extensive utilization of raw materials.

5. A knowledge of the source of supply of the most important food and industrial materials.

6. A knowledge of the location of the chief centres for manufacturing from raw materials, and for the manufacture of foods and textiles.

7. A knowledge of the main trade routes.

Suggested Pupil Activities.

1. Discussion of pupil reports.
2. Preparation of animated product maps.
3. Illustrations showing changes in dress of men and women since 1800. Predict what will be worn in 1950.
4. Visit, if possible, an industrial plant engaged in the production of clothing or foodstuffs.
5. Open forum: Why are people and nations suffering from lack of food while the Canadian farmer is being told that prices are low because of over-production? The use of farm machinery is said to be partly responsible for the large surplus of farm products. If this is true could not the farmer's problem be solved by going back to hand methods of planting, cultivating and harvesting crops?
6. Collect for your notebooks clippings, pictures and cartoons.

Correlations.

1. Section (b) correlates with General Science.
2. Section (d) will correlate with the graphical work in Mathematics.

References.

1. Geography Manual (Hilton): Parts of Sections II and III.
2. Hunger Fighters (De Kruif).
3. Kingsway Histories, Book IV: Pages 35-38.
4. Makers of the Modern World (Searle): Chapter I.
5. Changing Civilizations in the Modern World (Rugg): Chapter IV.
6. Canada 1936.

PROBLEM 4: HOW MODERN SCIENTIFIC DISCOVERIES AND INVENTIONS ARE REVOLUTIONIZING INDUSTRIAL AND SOCIAL LIFE

This problem is closely related to Problem 5. It aims to give pupils a picture of the revolutionary effects of applying new scientific discoveries to industry. The class may work in committees and each committee develop its own report and lead the discussion of the report. Such discussion should indicate clearly the social influence of each invention or discovery.

The Topics Suggested for Study are the Following: Improved methods of producing steel; development of the steam engine, locomotive and steamship; development of the internal combustion engine; application of electricity in industrial and social life; creation of new modes of communication, e.g., telegraph and cable, telephone, wireless, radio, television, wireless transmission of pictures; new modes of transportation, e.g., the automobile, the aeroplane; the perfection of the rotary press and the movie camera; development of the semi-automatic factory.

Note.—In this Problem the important feature is that children appreciate how certain important scientific discoveries and inventions are revolutionizing social and industrial life. The Problem distinctly does *not* require any study of the technical details of each discovery and invention. For example, any child can appreciate the tremendous social importance of the internal combustion engine (the gasoline engine) without knowing much about its construction or operation. In making their reports, however, pupils will want to demonstrate their knowledge of radio, or aeroplanes, or the movie camera. By all means let such pupils report as exhaustively as time will permit. The making of such a report will be of great value to them as individuals.

Problems That May Arise for Discussion.

1. Should power sites be publicly or privately controlled?
2. Influence of the movies, the press and the radio in the forming of public opinion (propaganda). The control of these powerful agencies.
3. Should modern labor-displacing machinery be replaced by machinery that is less automatic?
4. Is society obtaining the full value of new inventions as they are perfected?
5. What is being done by the government to stimulate research and discovery? What is being done by private interests?

Time—16 class periods; 4 open-forum periods.

Minimum Requirements.

1. An appreciation of the social implications of the new discoveries and inventions.
2. A knowledge of how these discoveries and inventions influence industry.
3. An appreciation of the importance of developing a defence against propaganda.
4. An appreciation of the fact that men of all races and nationalities contribute to the solution of pressing problems in the field of industry in order that goods may be produced more efficiently and profitably. Cannot the solution of urgent social and economic problems be attempted by means of the same kind of co-operation?

Suggested Pupil Activities.

1. Pupil and committee reports.
2. Drawings representing the older methods of travel; of communication; etc.
3. The old and the new in manufacturing, illustrated by pictures and models.
4. Collecting and making cartoons related to the Problem.
5. The evolution of home lighting: a demonstration.
6. Reports on the lives of such leaders as Davy, Faraday, Goodyear, Bell, Morse, Edison, Steinmetz, etc.
7. A visit to a factory.
8. A visit to a newspaper plant, or a broadcasting station.

Correlations.

1. The life of one of the inventors may be dramatized.
2. The evolution of home lighting lends itself to the making of a frieze as an Art project.

References.

1. Kingsway Histories, Book IV: Pages 26-34.
2. Makers of the Modern World (Searle): Pages 42-53; 151-165; 199-226.
3. Changing Civilizations in the Modern World (Rugg): Chapters III and IV.

PROBLEM 5: HOW THE CANADIAN PEOPLE PRODUCE AND DISTRIBUTE GOODS

In this study the pupils make a general survey of Canadian business. Since the pupils are inexperienced and immature, and are meeting new technical terms and concepts, the material of the first four sections should be given only a very simple and elementary treatment, with illustrations drawn from the immediate local environment. If this material were "taught" as economics, it would obviously take the greater part of the time for the whole course. The teacher is advised to stimulate the pupils to active participation in developing the topics, and *to do as little direct teaching as possible.*

(a) Buying and Selling: Importance of buying and selling (exchanging goods and services) with the disappearance of the self-contained homes and communities of our grand-parents; barter the first and simplest form of exchange; earliest forms of money (standard of exchange), e.g., beaver skins, tobacco, etc.; introduction of metal coinage; banks as places in which to deposit money and in which to obtain credit; paper currency as a substitute for gold.

(b) Production of Goods: Select some typical raw materials and trace them through the various processes employed in converting them into saleable articles, e.g., source of raw material, transformation in a factory, distribution through a wholesaler and retailer, part played by transportation in the process; the price paid by the consumer; how the consumer's purchase price is distributed over the production of the raw material, the manufacturing process, transportation, labor and capital; production for profit vs. production for use under the guidance of a "planned economy" in an endeavor to prevent seasonal unemployment and depressions.

(c) Large Business and Industrial Organizations: Production of goods in sufficient quantity for modern needs requires the use of expensive machinery and factories; the corporation as a means of amassing capital from many sources for large-scale production; a simple illustration of how a small business might grow into a corporation; vast resources and far-flung interests of many large corporations; influence of powerful corporations (industrial and financial) on the social, industrial and political life of the community and nation; modern trend toward fewer and larger corporations; active interference of government to supervise the methods and practices employed in modern business; the Stevens Price Spread Commission's investigation; codes as an attempt by business to regulate its own affairs under government control and supervision.

(d) Improved Relations Between Employer and Employee: Factory slavery as the product of the first phase of the Industrial Revolution; improvements effected by such reformers as Place, Owen, Shaftesbury; labor unions and their struggle for recognition in England; strikes and their economic and social effects; government intervention to lessen evils of strife between capital and labor, e.g., conciliation boards; improved factory legislation; regulation of working hours; minimum wage laws; workmen's compensation acts; unemployment insurance instead of "relief"; employee participation in the ownership of industry; profit sharing; improved housing conditions for industrial workers; education for an increased leisure.

Note.—The teacher should not require the pupils to "learn"' the details of this section.

(e) INTERNATIONAL TRADE: Its importance to all modern nations; the long controversy over "free trade" and "protection"; a brief history of this controversy in Britain, Canada, and the United States.

Note.—The teacher should guard against spending too much time on this rather difficult topic. A brief treatment will show that nations desire to trade more freely when a mutually satisfactory basis can be arranged. *If time permits* the following sub-sections may be attempted:

(1) In Britain: Britain's industrial development handicapped by tariffs designed to benefit farmers; the Anti-Corn Law League; the Irish famine; Peel and the Repeal of the Corn Laws; Free Trade; Britain the leading industrial nation until the World War; disruption of trade and loss of markets, owing to tariff barriers erected by other countries; a policy of protection adopted; the Ottawa Trade Agreements to stimulate inter-Empire trade.

(2) In Canada: The Elgin agreement of 1854 with the United States; the National Policy of Sir John A. Macdonald; the British Preferential Tariffs; the proposed reciprocity agreement of 1911 with the United States; disruption of post-war trade, owing to tariff barriers erected by other countries; the Ottawa Trade Agreements; the reciprocity arrangement with the United States, 1936; most-favored-nation agreements with France and other countries. (Omit the details of these trade agreements.)

(3) In Other Countries: The United States and all European countries erected tariff walls that grew higher and higher, especially during the post-war years, in an effort to check the flood of British machine-made goods which was disrupting home industry where machine manufacture had not been extensively introduced; good and ill effects of the prevailing policies of protection.

Time.—20 class periods; 4 open-forum periods.

Minimum Requirements.

1. Some appreciation of the part played in community life by business organizations with which the pupil is familiar.

2. An appreciation of the improvement that the workers of the world have effected in their working conditions largely through their own organized efforts.

3. A general knowledge of the present attitude of Britain, Canada, and the United States towards "free trade" and "protection."

Suggested Pupil Activities.

1. Pupil reports on topics suggested by the outline.

2. Preparation of a set of pictures showing how trading methods have developed from barter to money.

3. Committee study of the procedure involved in simple banking operations. Report may be in the form of a dramatization in which pupils learn how to deposit and withdraw money, etc.

4. Pupils report to class on the operations involved in the production of common commercial articles, e.g., tires, books, cotton, broadcloth.

5. Display of pictures contrasting conditions in early and modern factories.

6. Debate: *Resolved,* That the trader is more important to the modern world than the farmer.

7. The capitalistic system argues against government interference in business. In this consistent with a policy of protective tariffs?

8. Open forum discussions: The relationship of the chain store to the small individual store. The prevalence of dire distress and unemployment when labor, capital, raw materials and markets are available. Government control of industry.

Correlations.

1. The sections dealing with Buying and Selling, Production of Goods, and Large Business and Industrial Organizations, may be correlated with Junior Business.

2. A short play may be developed by the Dramatics class on some phase of the relationship between labor and capital.

3. Cartoons and drawings constitute a project for the Art class.

4. Several of the topcs will suggest graphs and statistical material for the Mathematics class.

References.

1. A New History of Great Britain and Canada (Wallace).
2. Kingsway Histories, Book IV: Sections 11 and 27.
3. Studies in Citizenship (McCaig): Chapters IX to XIV.
4. Man's Achievement (Pahlow): Pages 454-457, and 490-501.

PROBLEM 6: HOW BRITAIN AND CANADA HAVE DEVELOPED A SYSTEM OF DEMOCRATIC GOVERNMENT

This study is almost entirely historical; and for this reason the teacher should take pains to see that the "history" does not conceal from the pupil the fact that the "Parliamentary system of government" is not merely "history," in the sense of belonging to the past, but is a present and functioning reality. In other words, the pupil must not become so much absorbed in accumulating facts that he fails to appreciate the "hereness" and "nowness" of one of our most important social institutions.

(a) The Development of the British System of Parliamentary Government: How Parliamentary government works (illustrate by reference to present Canadian and British systems); how the party system developed in Britain; how the Prime Minister and Cabinet are selected and how the Cabinet system developed; revolt of George III against Cabinet control; the resumption of democratic control under William Pitt.

(b) The Control of Parliament Wrested from the Hands of the Privileged Classes (1832-1929): The election system prior to 1832; the struggle against the landowners for the First Reform Bill; the workers fail to secure the acceptance of the People's Charter, but gain their ends in the Second and Third Reform Bills; power of the House of Lords limited by the Parliament Act, 1911; woman suffrage movement, 1918 and 1929; the development of a third political party—the Labor or Socialist; growth and influence of the Labor party, especially since 1918.

(c) CANADA SECURES DEMOCRATIC GOVERNMENT: Britain hesitates to grant self-government to a colony having a dual nationality; control of the government by a privileged class; protests of the Reformers; Lord Durham's investigation and report; triumph of responsible government.

(In this topic, avoid an elaborate discussion of the Quebec and Constitutional Acts, and omit all tiresome details of the negotiations between the Reform leaders and the British Government. The names of Mackenzie, Baldwin, Papineau, Howe, Durham and Elgin should have some significance when the section is completed.)

(d) CANADA BECOMES A NATION: Canada to become a nation or to remain a group of colonies; the trade depression and the danger of war with the United States as arguments for a union; influence of Macdonald, Brown, Tupper and other "Fathers of Confederation"; the B.N.A. Act and the main features of the Canadian Federal System,—(1) organization of federal government; (2) division of powers between federal and provincial authority; (3) taxation; (4) expenditures; (5) law enforcement; review briefly the expansion of Canada in territory and population after the West was opened by the railways; Canada at the Imperial Conferences; her expanding trade and participation in the World War secure her autonomy by the Statute of Westminster, 1931.

Time—30 class periods; 5 open-forum periods.

Minimum Requirements.

1. An elementary understanding of how the British system of parliamentary government functions in Britain and in Canada.

2. A knowledge of how the people of Britain and of Canada gradually secured democratic control of their governments.

3. A knowledge of how Canada developed from a group of colonies into a nation.

Suggested Pupil Activities.

1. Pupil reports on topics suggested by the outline.

2. Dramatizations based on the lives of Mackenzie, Howe, Macdonald, etc.

3. If convenient, attend a session of the Provincial Legislature, or if this be not possible, organize the Open Forum for several periods as a miniature legislature.

4. Make cartoons illustrating dramatic incidents suggested by the outline.

5. Prepare a chart showing the organization of the federal system of government.

6. Open-forum discussions: Is an educated body of voters necessary for modern democratic government? Should our government be in the hands of a group of specialists rather than under the control of the representatives of the people? Do "organizations" influnce the decisions of the government?

7. Conduct several class discussions under the rules of parliamentary procedure.

Correlations.

The dramatizations suggested above may be prepared by the Dramatics class.

References.

1. A New History of Great Britain and Canada (Wallace).
2. Studies in Citizenship (McCaig).
3. Kingsway Histories, Book IV: Sections 6 and 7.
4. Changing Governments and Changing Cultures (Rugg): Chapters IX and X.
5. Man's Achievement (Pahlow); Chapter XVIII.

PROBLEM 7: HOW SOME GREAT WORLD POWERS HAVE FACED THEIR POST-WAR PROBLEMS

All modern nations are meeting with new and baffling problems, and are finding great difficulty in effecting a reasonable readjustment of their social and economic systems to a rapidly changing civilization. Many interesting experiments designed to improve the existing order of things are being tried in different parts of the world. Can we attempt an unprejudiced evaluation of these experiments?

I.—Three Nations With a Common Problem

(a) Germany: Her losses in men, wealth and territory during the World War; the formation of the German Republic; economic collapse following the treaty of Versailles; failure of the Republic to effect a reconstruction of Germany; rise of Hitler and the Nazis; suppression of all opposition groups; rearming of Germany; reoccupation of the Rhineland; position of Germany with regard to colonies, raw materials, and markets.

(b) Italy: Her losses in the World War, and relatively small gains; post-war collapse; Mussolini and Fascism; suppression of all opposition; position of Italy with regard to colonies, raw materials, and markets; Ethiopia and the League of Nations.

(c) Japan: The Japanese slogan, "Asia for the Asiatics"; industrial development of Japan during and since the World War and her encroachments on British and American markets, especially in the Far East; position of Japan with regard to colonies, raw materials, and markets; seizure of Manchukuo; relations with League of Nations and with China, Russia and United States.

II.—The Bulwarks of Parliamentary Government in Europe

(a) Britain: Her Parliamentary system adaptable to modern needs in government; her post-war unemployment problem; loss of markets due to tariff barriers erected by other nations; policy of protection adopted; Ottawa Trade Agreements, an effort to make the British Commonwealth a self-contained economic unit; her responsibilities to the League of Nations and to the Commonwealth.

(b) France: With Britain, upholds parliamentary government in Europe; problem of many political parties; her fear of and opposition to Germany; friendship with Britain and Russia; relations with the League of Nations.

III.—TWO NATIONS EXPERIMENT IN SOCIAL AND ECONOMIC REFORM

(a) RUSSIA: The Revolution; the triumph of the Bolsheviks; Lenin and Stalin plan complete social and economic reconstruction by "Five-Year Plans"; extent of their success; relations with neighboring countries and with League of Nations.

(b) UNITED STATES: Economic development—farm and factory—during the World War; vast sums of money borrowed by Europe from the United States during the World War, and the post-war period; effect of tariffs on war-debt payments; effect of dwindling foreign trade on employment; economic collapse 1929-32; the New Deal planned to restore purchasing power of the farmer and the factory worker; direction and control of economic reconstruction by the government; international affairs and the League of Nations; the Kellogg Peace Pacts.

IV.—CANADA AND THE DEPRESSION

The war and post-war booms and price inflation; the effect of tariffs on reparations and war-debt payments; unemployment and economic distress; the unemployed youth of the land; efforts of the governments to improve conditions; the rise of new political parties advocating economic changes, e.g., C.C.F., Communist and Social Credit; obligations to the Commonwealth and to the League of Nations.

Time—20 class periods; 4 open-forum periods.

Minimum Requirements.

1. An appreciation of the extent to which modern industrial nations in Europe and Asia require colonies, raw materials, and markets.
2. Knowledge of Canada's international trade, and an appreciation of the extent to which foreign markets for her farm products and raw materials are necessary.
3. An understanding of the importance of the social and economic experiments now being tried in different parts of the world.

Suggested Pupil Activities.

1. Prepare reports on topics suggested in the outline.
2. Make maps to illustrate phases of the international situation, e.g., the Mediterranean area showing Italy and Ethiopia.
3. Make maps showing relation of industrial minerals of Europe and Asia to Germany, Italy and Japan.
4. Collect newspaper clippings, magazine articles, cartoons and pictures, and classify them in a notebook.
5. Make a map showing the democracies and the dictatorships of the world. Why have dictatorships replaced democratic governments in several European countries?
6. Open-forum discussions: If democracy is "government of the people, for the people, by the people," has it ever been fully attained in any of the democratic states? Should the League of Nations have an international police force to enforce its dcrees? Is it ever advisable for a government to suppress freedom of speech, of the press, and of assembly? If all the young men and women in Canada were assured that the government would grant them food, clothing and shelter for the rest of their lives, would any of them still want to earn their own living?

References.

1. Kingsway Histories, Book IV: Parts IV and V.
2. Changing Governments and Changing Cultures (Rugg): Units IV, VI and VIII.
3. Man's Achievement (Pahlow): Chapters XXVI-XXVIII.
4. Changing Civilizations in the Modern World (Rugg): Chapters XV, XX and XXI.

PROBLEM 8: WHY INTERDEPENDENCE IN THE MODERN WORLD SHOULD CREATE A SPIRIT OF UNIVERSAL BROTHERHOOD

Despite the war clouds hanging over the world, influences are at work to create a spirit of universal brotherhood. These influences are all the more powerful because they are intangible and exert themselves on the "common people" of all nations, who have no desire for war. The pupils will be able to suggest many of these "war" and "peace" influences.

(a) World Wide Influences Which Are a Menace to Peace and Security:

1. Unstable dictatorships.
2. Deeply rooted international hatreds and racial prejudices.
3. Need by an industrial nation of raw materials and markets.
4. Entrenched interests whose business depends on the maintenance of a feeling of insecurity, e.g., armament manufacture.

(b) The Preceding Factors are Menacing but Against Them May be Set New Trends and Developments Which are Powerful Agencies for Peace:

1. The influence of books, newspapers, lectures; movies and radio; travel.
2. Increased industrial interdependence of nations.
3. Development of business organizations having extensive interests in foreign countries.
4. Influence of the British Commonwealth.
5. The League of Nations; World Court; etc.
6. Growth of opposition to "war mongers" in all lands.

This constitutes a review of the more important "appreciation" phases of the work of the year. Some of the problems discussed at the opening of the term might be reopened for a discussion based on a broader knowledge and a more mature judgment. Impress on the pupils that they must be prepared to review and revise their opinions at all times in the light of new information and broader experience.

References:

As suggested for previous problems.

GENERAL SCIENCE

INTRODUCTION

Organization of the Course

The Grade IX course in Elementary Science has been organized in a limited number of "Units," each of which is related to some significant aspect of the environment. This course is not to be considered merely as a substitute for the former Grade IX course, but rather as the culmination of a continuous three-year study in the intermediate school. With the introduction of a six-year course in science in the elementary school, this will become the culmination of a continuous nine-year study of the environment. Appropriately, this final study places the emphasis upon how man becomes master of his environment.

The revising committee have whole-heartedly endorsed the philosophy stated in the Thirty-First Year Book of the National Society for the Study of Education (Part I—"A Program for Teaching Science"). The aims of science teaching, and particularly of this course, will be found fully stated therein. (Teachers are advised to secure copies of this Year Book and to familiarize themselves with its viewpoint.)

The Units as outlined here are not fully developed. Each teacher, in co-operation with his class, should develop the units so as to meet local needs and utilize local opportunities. The following principles are offered as guides to the development of each unit (adapted from the Thirty-First Year Book):

1. A unit should include only a few principles or generalizations of science and should be divided into subordinate problems to facilitate learning.
2. A unit should be in the form of a major and some subordinate problems, to insure training in problem-solving, which is the nature of science.
3. The conceptions of science and their social implications, once learned, should be used in new relationships in later units.
4. There should be provided, in each unit, enough activities to insure accomplishment of the objectives by pupils of different interests and capacities.
5. In general, the units and the subordinate problems within each unit should proceed in line with the scientific methods of problem-solving; that is, (a) from sense perception of materials, forces or phenomena to the formulation of ideas, to the testing of hypotheses, to tentative conclusions, and to the application of the conclusions in life situations; or (b) from principles or generalizations to the interpretation of specific situations.
6. The distribution of time and emphasis upon the various units should be determined by the total functional, social value of the unit, its "teachability" and "learnability", the teacher's and pupil's interest in the unit, the local significance of the unit, and its value to other units of the course.
7. The laboratory work should be included as an integral part of problem-solving, and should, therefore, have the characteristics of experience-getting work rather than of illustrative or confirmatory work.
8. Historical and biographical content should be introduced when and where it may aid in the understanding of the concepts developed and of their social implications, and in the attainment of the human adjustments sought.
9. Subject-matter should be so arranged that it may be a means to the solution of problems and not an end in itself.
10. In so far as possible, the materials and activities should be organized around the pupil's life, but should project the pupil into the problems of adulthood.

Textbooks.

Two books are required for the course: "A Book of General Science" (Hilton) is continued as the authorized textbook for the year 1936-37, and will be required by all students. In addition, teachers will require "Man's Control of His Environment," which is the third book of the series, "A Survey of Science," by Powers, Neuner and Bruner (Ginn & Co.).

It is further advised that the first and second books of this series, namely, "The World Around Us" and "This Changing World," should be available.

Several teachers and classes in the province have used a similar course for one or two years, and a good part of their success may be attributed to liberal use of a students' reference library. By use of such a library the students are stimulated in interest, and are enabled to make reports for submission to the class. They are also able to secure information regarding man's environment which would not otherwise come within their range of experience.

Among the books recommended for the supplementary reading shelf are the following:

1. "A Survey of Science"—three volumes. (Mentioned above.) Ginn & Co.
2. "Our Environment"—two volumes. Carpenter and Wood. Allyn & Bacon.
3. "Science Indoors and Out"—two volumes. Hensley & Patterson. Educational Book Co. (W. J. Gage).
4. "Everyday Problems of Science"—one volume. Pieper and Beauchamp. Scott, Foresman Co.
5. "General Science for the Intermediate School"—Limpus and Shore—one volume for grades seven and eight. Macmillan Co.
6. "The March of Science"—three volumes. Hunter and Whitman. American Book Co.
7. "Useful Science"—three volumes. Weed, Rexford and Carroll. John C. Winston Co.

Inquiries concerning these books should be directed to the School-Book Branch, Department of Education, Edmonton.

EQUIPMENT

In the following lists, the items of equipment which are absolutely necessary are given in list A. Those of lists B, C, D, E, should be obtained in order, as funds permit.

Quantities shown are for very small groups of students, such as are found in the smallest schools. To permit individual experimental work, larger quantities will have to be supplied.

It must be understood that the prices shown are only approximate, and are subject to a considerable fluctuation.

A.—Minimum Equipment:

Quantity.	Description.	Price.
1	Evaporating dish, 60 mm.	$ .20
1	Alcohol lamp, 6 oz.	.70
1	Bakelite pulley, 5 cm.	.50

1	Glass model lift-pump, 37 cm.	1.90
3 ft.	Rubber tubing, medium wall, ¼ inch inside	.75
1 lb.	Glass tubing, 6 mm.	.90
2	Thistle funnels, 10 inch	.36
2	Beakers, 50 cc.	.40
12	Test tubes, 4″×½″	.35
1	Rubber stopper, solid, to fit test tubes	.07
12	Cork stopper, solid, to fit test tubes	.10
1	Rubber stopper, 1-hole, to fit test tubes	.07
1	Rubber stopper, 2-hole, to fit test tubes	.07
1	Retort stand, with 2 rings	1.25
1	Steel magnet, permanent, 5-inch	.40
1	5-inch square of wire gauze	.12
1	Cylindrical graduate flask, 100 cc.	1.20
1	Test-tube clamp, 6 in.	.12
2	Florence flasks, flat bottom, 500 cc.	.60
1	Rubber stopper, to fit florence flask, solid	.07
1	Rubber stopper, to fit florence flask, 2-hole	.07
2	Cork stoppers, to fit florence flask, solid	.03
10 oz.	Potassium chlorate	.40
2 oz.	Manganese dioxide	.20
1 lb.	Marble chips	.30
12 oz.	Sulphuric acid	.75
1	Toy electric motor	2.35

B.—

1	Combined pressure and vacuum pump, hand size	6.00
1 ft.	Heavy rubber tubing, ¼ inch inside	.40
1	Student's balance, simple beam type	10.00
1	Set of weights	3.00
1	Additional reference book; e.g., Bowden: *Foundations of Science.*	

C.—

1	Electric switch	.40
1	Toy steam engine	1.50
1	Metre stick	.40
1	Torricellian tube, with 3 lbs. mercury	8.50
1	Additional reference book.	

D.—

Electroplating apparatus, complete	3.60
Set of fuses	.50
Toy dynamo	2.50
Pneumatic trough	.80
Set of capillary tubes	.95
Iron filings	.20
Convection current apparatus	1.20

Filter paper	.20
Thermometer, Fahrenheit-Centigrade	3.50
Additional reference book.	

E.—

Telegraph key and sounder	5.00
Aquarium	4.00
Inclined plane	1.50

F.—

Hygrometer	6.00
Rheostat	2.00
Horse-shoe electro-magnet	1.50

G.—

Compound microscope	$30 to $100

Supplies obtainable locally:

½ quart methyl hydrate (wood alcohol)	$ .60
1 dry-cell battery	.40
3 toy balloons	.10
3 six-inch candles	.06
1 small cube clothes bluing	.05
3 half-pint clear heavy-glass tumblers	.15
3 oz. formaldehyde	.15

Equipment which may be borrowed:

Block and tackle; screw-jack; mouth organ; gasoline lamp; coal oil mantle lamp; flashlight; large clear-glass bowl; farm milking pail.

Obtainable without cost:

Worn-out electric light bulb, old and new fuse, iron filings, seeds of oats, wheat, etc., fine and coarse sand, wooden spools, beef bladder, crochet sleeve for thermometer in making hygrometer, dried prunes for osmosis.

Many governmental agencies and industrial concerns have published very attractive booklets and have prepared excellent displays showing various products in different stages of manufacture. Such materials are usually distributed free of charge, and it is suggested that teachers write or have pupils do so, requesting these. The address of a Canadian company manufacturing any article will be supplied by the Commercial Intelligence Service, Department of Trade and Commerce, Ottawa. Arrangements are also being made to acquaint teachers with the name of companies whose display and advertising materials have been found useful in science teaching.

CONTENT AND PROCEDURE

I.—ENVIRONMENT

A.—Chief Factors or Conditions of the Environment.

1. Nature of environment.
2. Relation of air, water, heat, light, and soil to living.
3. Some ways in which environment affects living things.
4. Man's natural and artificial environment.

B.—Environment as a Source of Knowledge.

1. Use of senses in obtaining knowledge.
2. Relation between—
   - (a) Knowledge and superstition.
   - (b) Knowledge and experiment.
   - (c) Experiment and science.

C.—Meaning and Importance of an Experiment.

1. Factors involved, illustrated by a simple demonstration:
   - (a) Stating problem.
   - (b) Securing material.
   - (c) Use of material to obtain information that will be of use in solving problem.
   - (d) Observation of results.
   - (e) Conclusions drawn.
   - (f) Practical application of conclusions to the solution of new problems.
2. Repeated reference to the value and use of an experiment in developing scientific method. Distinguish theories, principles, laws. "The pathway to science is paved with discarded theories."
3. Meaning and importance of science in this age.
   - (a) How at least three scientists do their work. Choose any three of the following: Galileo, Torricelli, Pasteur, Burbank, Saunders, Mendel, Darwin, Curie, Archimedes, Franklin, Maxwell.
   - (b) How one may become scientific in his attitude and work.

NOTE.—*Sections A, B and C will be included in the Grade VIII course, and will thus become review work in Grade IX.*

D.—Nature of Environment.

1. Matter.
   - (a) Kinds: (1) inorganic (rock, soil—sand, clay, and silt only, water); (2) organic (humus, plants, animals).
   - (b) Properties of matter.
   - (c) Demonstrations to show (1) that organic matter will burn; (2) two general properties and two special properties of matter.
2. Energy.
   - (a) Kinds: kinetic and potential.
   - (b) Forms: heat, mechanical, light, electrical, chemical.
   - (c) Sources and general uses of energy to man in work of water, air, heat.

E.—Meaning and Importance of Work.

1. What work is.
2. Aids to work.
   - (a) The lever and inclined plane.
     - (1) Demonstration—the principles and mechanical advantages of lever and inclined plane.
     - (2) Illustrations of lever and inclined planes in common utensils around home.
   - (b) Application of principle of lever and inclined plane to pulley, wheel and axle; wedge and screw as illustrated around home.
   - (c) Some common uses of simple and compound machines in home and neighborhood.
   - (d) Lubrication.
3. Common resistance to work: friction, weight and inertia.

II.—AIR AND ITS WORK

A.—Atmospheric Pressure.

1. Demonstration: air has weight and exerts pressure because of this weight.
2. Structure, principle and uses of barometer (aneroid and mercurial) and barograph.

B.—Some Common Uses of Air.

1. Use of atmospheric pressure in lift pump, siphon, medicine dropper, non-skid tire, vacuum cleaner, drain pipe, air pump, balloon, airplane and parachute, sealing fruit-jars, breathing.
2. Uses of compressed air.
   - (a) Physical properties of gases.
   - (b) In air gun, sand blast, sprayer, door check, mail and cash tubes, air brakes, automobile tires, force pump, caisson (dangers), submarine, floating of sunken ships, air drills, invalid pillow and life belts.
   - (c) Demonstration of force air-pump and discussion of application of its principle to any five uses of compressed air.

C.—Uses of Air to Carry Sound.

1. How sound is produced, how it travels and how it varies in intensity and rate of speed and pitch.
   - (a) Demonstration of production of sound by vibration.
   - (b) Demonstration that sound requires a material medium.

D.—Use of Oxygen in the Air in Oxidation.

1. Presence and proportion of oxygen.
2. Rapid oxidation.
3. Slow oxidation:
   - (a) Rusting of iron is oxidation (demonstration).
   - (b) Dangers of slow oxidation and their prevention.

4. Results of oxidation.
    - (a) Products.
    - (b) Indestructibility of matter.

E.—Use of Air to Living Things.

1. Oxidation in living things.
    - (a) Demonstration to show that plants and animals give off heat and oxides. (Emphasize the fact that oxidation goes on in every cell of the body.)
    - (b) Living things as engines.
    - (c) Natural respiration.
        - (1) Breathing mechanism in the human body. Demonstrate the action of the diaphragm.
        - (2) General adaptations for breathing (or using air) in insects, fish, frogs and plants.
        - (3) Air, oxidation, energy and work in their relation to the tissues of the human body.
        - (4) Methods of breathing (mechanical action involved).

III.—WATER AND ITS WORK

A.—Water Pressure.

1. How used and controlled.
2. Demonstration to show that water exerts a measurable pressure upon surfaces.

B.—How Water is Used in the Home.

1. Review of Grade VIII work.
2. Demonstration of circulation of water by convection due to unequal heating. (Make a detailed study of a water heating-system.)
3. Hot-water heater and how it works.

C.—Cold Water and Ice.

1. Importance of both in modern home.
2. Storage of ice.
3. How the ice-box works.
4. Electric refrigeration—principles.
5. Dry ice (solid carbon-dioxide).

D.—Water Supply in Community.

1. Water sources—review Grade VIII work.
    - (a) Impurities and control.
    - (b) Types of water systems (gravity and force).
    - (c) Dams: construction and principles involved. (How a dam increases water pressure.)
2. Causal relations between energy of sun and evaporation, molecular explanation, rainfall, waterfall, and passage of water through mains to house faucet.

IV.—HEAT AND ITS WORK

A.—Sources of Heat.

1. The sun.—Concentration of heat dependent upon angle of sun's rays.
2. Chemical action—oxidation.
3. Friction.
4. Compression.
5. Percussion.
6. Electrical energy.

B.—Physical Effects of Heat upon Matter.

(Gases, liquids, solids, with demonstration of expansion of matter by heat, and examples of thermometers.)

C.—Use of Heat in Warming the Home.

1. Early methods: fireplace, common stove; relation to ventilation.
    - (a) Construction, principles, care and control of stove.
    - (b) Application of principle to one common type of heating apparatus in home. (Note the importance of humidification.)
    - (c) Demonstration of principle of electrical resistance.
    - (d) Uses of electric heat in home (heater, toaster, electric iron, range).
2. Three types of heat distribution.
    - (a) Conduction.
    - (b) Radiation.
    - (c) Convection.

      Demonstration of each type.
3. Conservation of heat in home: in building a house—storm doors and windows; in fireless cooker; in thermos bottles.

V.—LIGHT, ITS WORK, USE AND CONTROL

A.—The Sun as the Source of Natural Light.

Transmission of sunlight (demonstration to show that light travels in straight lines).

B.—Artificial Light.

1. Sources (discussion of evolution of artificial lighting).
2. Production of light by a burning candle (showing parts of flame and products given off).
3. Construction and principle of oil lamp.
4. Types of artificial illumination.
    - (a) Early types (sperm-oil dip, lamp, fish-tail gas jet).
    - (b) Modern types (gas mantle, jet, incandescent lamp, carbon and tungsten filaments).
5. Relation to eyes (need for adequate light to prevent eye strain).
6. Methods of lighting, (direct, indirect or diffused).

VI.—STUDY OF INDUSTRY

A.—Sources of Energy in Industry.

1. Heat, water, electricity and direct use of sun's rays.
2. Electrical energy.
   - (a) Magnets and their uses.
   - (b) How generated,—elementary study of voltaic cell and principle of dynamo.
     - (1) Applications (with elementary explanations): (a) doorbell, (b) telegraph, (c) telephone, (d) radio, (e) electroplating.
     - (2) Control of electricity in home: (a) switches, (b) fuses,—importance.
     - (3) Measurement (reading meters only).
     - (4) Motor (changes of electrical energy into energy of mechanical motion).

B.—Relation of Heat to Power.

1. Materials needed: fuels, water, boiler, engine.
2. Devices used to change heat to a different form of energy.
3. Structure and principle of a simple steam engine.
4. Discussion of relations between coal and work.
5. Change of energy from one form to another without loss or gain in total store of energy.

C.—Gas Engine (gasoline).

1. Explosions and energy of expanding gases.
2. Use of energy in automobile and Diesel engines.
3. Relation of kinetic energy to the control and operation of an automobile.

D.—Relation of Water to Power.

1. Dams (construction and use; future).
2. Locations best suited for dams.
3. Devices for using water power.
   - (a) Water wheels.
   - (b) Turbines.
   - (c) Flumes.
   - (d) Dynamo and wires for generating and transmitting.
4. Conservation of energy applied.

E.—Special Investigation of Uses of Energy in Typical Industry.

VII.—WORK OF SOLAR ENERGY AND ITS RELATION TO LIVING THINGS

A.—The Sun as Source of all Energy.

1. Direct Source.
   - (a) Heat effects upon air, water and metals, and molecular explanation.
   - (b) Chemical action of sun's energy (photography and photosynthesis).
   - (c) Demonstration of chemical action of sunlight by means of blueprint paper.
   - (d) Bluing clothes.

2. Indirect Source.
    - (a) Storage of energy in falling water.
    - (b) Storage of energy in fuels and foods.

B.—The Living Plant in the Soil.

1. How soils differ.
2. Garden and farm soils.
    - (a) Composition.
    - (b) Relative fertility.
    - (c) Methods of improvement.
    - (d) Effects of three different types of soil on plant growth.
3. Starch made in green leaves in the presence of sunlight.

NOTE.—Review Grade VIII course with reference to parts and functions of green plant; its essential structure, its special structures (root hairs, stem, leaves), osmosis, photosynthesis.

VIII.—SAFEGUARDING AND IMPROVING LIFE OF INDIVIDUAL AND COMMUNITY

A.—Micro-organisms; Bacteria; Yeasts; Molds.

1. Form: tiny living organisms so small that they can be detected only by microscopes; structure of bacteria, yeasts, and molds under microscope.
2. Size—various.
3. Shape—various (spherical, rod-like, spiral).
4. Structure—definite (cell wall, protoplasm, nuclear material).
5. Propagation by simple fission.
6. Where found (in air, water, food, ground, as parasites on plants).
7. Conditions favorable to their growth (food, moisture, warmth, absence of strong light).
8. Observation of the growth of yeast under very warm, moderate and cold temperatures.

B.—Micro-organisms in Relation to Man and his Environment.

As beneficial agents:
- (a) In manufacture (butter, cheese, linen, leather).
- (b) In making bread (through action of yeast).
  Note.—Yeast causes fermentation, resulting in the production of alcohol and carbon-dioxide.
- (c) In increasing soil fertility (by production of nitrates).
- (d) In causing decomposition of dead organic matter. Study one cycle, such as the Nitrogen Cycle.

SOME SUGGESTED ACTIVITIES

A.—Fall Observational Work.

1. Birds, insects, toads.
2. Seeds and seed dispersal.
3. Seed planting.
4. Leaf cuttings.

5. Plant diseases.
6. Weeds.
7. Tree study.
8. Weather forecasting.
9. Conservation as applied to insects, animals, foods, and health.

B.—Spring Observational Work.

1. Conservation of natural resources.
2. Elimination of waste in home, school, city.
3. Bird life.
4. Wild flowers.
5. Preparation of soil.
6. Budding of plants.

C.—Environment.

1. A list of different kinds of work done in home, with kind of energy used in each case.
2. A list of different ways in which friction interferes with work and how it may be useful in doing work.
3. Examples of screw, pulley, wheel and axle, and wedge in everyday work of the community.
4. A study of a compound machine in the home (sewing machine, wringer, bicycle).

D.—Air and its Work.

1. Preparation of oxygen.
2. Preparation of carbon dioxide.
3. Why water rises in pump.
4. Construction of a lift pump.
5. Why milk can be "sucked" through a straw.
6. How an aquarium can be emptied with a siphon.
7. A list of ten physical and three chemical changes which take place about us.
8. A list of examples of slow oxidation.
9. Best methods of preventing slow oxidation.
10. How to increase one's lung capacity.
11. How insects, birds and frogs breathe.
12. A report upon various methods employed to remove dust from presence of workers in mills and factories.

E.—Water and its Work.

1. Apparatus to prove that water exerts pressure.
2. Apparatus to show that water pressure varies at different depths.
3. Solutions and tests (hard and soft water only).
4. A model hot-water boiler to show how it works.
5. Methods of conserving and reclaiming forest lands.

F.—Heat and its Work.

1. Some sources of heat and their uses to man.
2. A model hot-water system and demonstration.
3. The method of heat distribution in your home, school and church.

EXPLANATION OF REFERENCES TO THE GRADE VIII COURSE

This Grade IX outline deals with the third year of a continuous course for Grades VII, VIII and IX. As the first two of these will not be in use during the year 1936-37, the following sections of the Grade VIII outline are appended to clarify the references already made to them.

In the Grade IX outline, Unit 1, "Environment," Sections A, B, and C, will be included in the Grade VIII outline, and thus will become review work after the Grade VIII course is adopted and used.

Unit III, "Water and its Work," Section B, "How Water is Used in the Home," and Section D, "Water Supply in the Community," are outlined in the Grade VIII course as follows:

Water in the Home.

1. Sources in rural and urban areas (springs, wells, rivers, lakes).
2. Means for conducting it into home (pumps, gravity and pumping systems, water mains, pipes, faucets).
3. Demonstration of one type of water supply system, with model apparatus.
4. Importance of good plumbing: open plumbing desirable; proper traps essential; faucet filters a hazard.
5. Uses of water in home:
   (a) For cleanliness:
      (1) Washing dishes with hot water and soap (extra care in cleansing dishes used by the sick).
      (2) Washing clothes (boiling, rinsing, drying).
      (3) (i) Soap and substitutes (soap may be made in class).
          (ii) Laundering machine.
      (4) Cleaning the house (particular care in kitchen and bathroom).
      (5) Personal cleanliness (hands, neck, ears, body bathing).
   (b) In preparation of foods (washing and cooking).
   (c) For drinking purposes:
      (1) Pure water and clean containers.
      (2) Ways of purifying (boiling, chemical treatment, distilling).

Sanitary Control of Water Supply in the Community.

1. Care and control of springs, wells, lakes and streams used as source of water supply.
2. Problems of rural and city water supply.
3. Treatment of drinking water when its purity is not known (on vacations).

Unit VII, "Work of Solar Energy and Its Relation to Living Things," Section B, "The Living Plant in the Soil," Sub-section 3, "Starch made in green leaves in the presence of sunlight." The reference here is as follows:

Study of a Typical Green Plant (bean or corn).

1. Parts and functions with essential structures.
2. Special structures:
   (a) Root hairs.
   (b) Stems.
   (c) Leaves.

3. Structure and function of flowers.
4. Osmosis; meaning and importance in plant (demonstration).
5. Photosynthesis—oxygen cycle.

HEALTH AND PHYSICAL EDUCATION

The course in Health and Physical Education comprises (A) Health Education, and (B) Physical Education. The course in Health Education consists essentially of health instruction and information, training in health habits, and the development of a "health conscience." Physical Education is the active participation by students in various forms of physical training, either in a gymnasium or on the playground. The course in Health Education may take the place of Physical Education on the school programme when no gymnasium is available, or when the playground cannot be used. The total time required for this combined course is three periods a week in schools which devote five or more periods weekly to each of Mathematics, General Science, English, and Social Studies. Of these three periods, one should be given to Health Education and two to Physical Education; but the teacher is left free to vary this arrangement. For example, Physical Education may be stressed in the fall and spring, and Health Education in the winter months, in schools where there is no gymnasium. This flexibility makes possible the inclusion of Health and Physical Education as one of the compulsory courses, and justifies the requirement that it be given a definite place on the time-tables of all schools throughout the year.

The Physical Education Syllabus of the University of the State of New York contains the following illustration of the ways in which the two parts of this course are related:

Health Education

- A.—Health Protection—
  - through
    - Hygienic environment,
    - Health examination,
    - Disease control,
    - Accident prevention, and
    - Mental Hygiene.
- B.—Health Teaching:
  - Development of health habits.
  - Information concerning
    - Safety,
    - Sanitation,
    - Nutrition,
    - Physiology, and
    - Social Hygiene.

Physical Education

- 1.—Social Efficiency,
  - including
    - Courage,
    - Initiative,
    - Perseverance,
    - Self-control,
    - Fair play,
    - Sympathy,
    - Co-operation, and
    - Loyalty.
- 2.—Culture:
  - Appreciation of
    - Physical laws,
    - Human nature,
    - Achievement,
    - Rhythm, and
    - Music.

C or 3.—Health Development—
through
large-muscle activities, producing
Organic growth,
Vitalities, and
Skills.

The attempt has been made to follow this division and to recognize the close relation between Health Education and Physical Education.

It would appear that an additional objective contributing both to the health and social efficiency of the individual would be the development of such proficiency in games as will lead to the continued participation in these by the boys and girls long after they have left school.

A.—HEALTH EDUCATION

INTRODUCTORY STATEMENT

"If the school is to make any genuine and adequate contribution to the furtherance of health, it must set up *three* objectives: it must provide for the formation of *health habits,* the imparting of *health information,* and the development of a *health conscience.* The first of these is fundamental to the other two, for habits are the foundation on which the superstructure of life is erected."

"Habits, however, are not enough. They must be raised to the level of consciousness and made meaningful. The facts which lie back of them must be grasped; the basic principles must be understood. The individual must be informed and intelligent."

"Through definite instruction those superstitions regarding health and disease which have come down to us from a pre-scientific age, and which grow luxuriantly in almost every stratum of the population, must be eradicated."

"But habits and information, however valuable they may be, are not sufficient to the task. The school must imbue its pupils with a profound concern for the promotion of their own health and that of the community, and must inculcate an earnest desire to eliminate disease and defect and privation from the life of men. The individual must be given a *health conscience*: he must be made to display a will to health; he must be encouraged to develop a moving sentiment for health."

"The development of a positive attitude towards health is possible only under the guidance of teachers who themselves possess it in full measure, who appreciate the significance of their work, and who grasp the meaning of the struggle of the race for a more abundant physical life. Under such instruction our children must enter imaginatively into this age-long struggle of mankind, and thereby come to appreciate for themselves the worth of this portion of the human heritage. As in the past they have lived with the heroes of war and politics and finance, so in the future they must be made to live with those heroes who, despite discouragement and the bitterest opposition, have fought for the race the battles of medicine."

"A more healthful world is possible; but, if the school is to have any large share in giving it birth, it must establish contacts with the world of the present and contribute to the making of those changes which bring into being the world of the future.'"—Adapted from "Principles of Education," by Chapman and Counts.

* * * *

The following programme in Health Education is merely for tentative use during the year 1936-37, and is subject to further change and revision. As it stands, it contains a considerable amount of material that appears also in the programme for the lower grades. A good deal of this repetition is necessary and desirable, and it occurs here just as it does in the course in General Science, which re-states on a higher level data, principles and concepts that have already been set forth in Elementary Science.

This outline will appear to be rather heavily weighted on the side of *information*. The revised health programme for the Intermediate School will, when completed, offer a statement of *habit attainments* that are to be expected at this stage, and will also suggest a number of *pupil activities*. In the meantime, these matters are left to the teacher, with the following suggestions for the present year:

1. Refer to the outline for Health and Physical Education in the new "Programme for the Elementary School," noting the pupil activities there suggested.

2. In order to avoid too much "teaching" of Health, assign projects and surveys to the class, and to individual pupils. Let the health programme of the school reach out into the community. Have *surveys* made of the health habits of the community; of the facilities for public health; of the "danger spots"; of the methods of preparing food in the community, and of the menus commonly used; of the extent to which patent medicines are used; of the facilities for physical recreation; etc. Assign *projects* in school hygiene and community hygiene.

3. Correlate Health Education (especially the unit on "Community Health") with General Science, with Social Studies, and with Household Economics.

Much of the informational material in the outline will come up for discussion in General Science. There is no reason why instruction in health should be reserved for the Health Education periods. If this correlation procedure is adopted, and a number of projects are assigned to the pupils, it should be possible for the teacher to cover the course in one period a week.

No programme in Health Education for adolescents can be complete without a treatment of the use of alcohol and tobacco, and instruction in social hygiene. Nevertheless, these topics do not easily lend themselves to school instruction, and the latter, especially, has a peculiar potency for irritating the sensibilities and provoking misunderstanding. It is the consensus of competent opinion that in teaching the hygiene of alcohol and tobacco, more is gained by the "method of indirection" than by a direct frontal attack on the subject. Only proved facts should be stated, for the reason that good intentions do not make up for a want of scientific accuracy or authenticity. It is not difficult for the teacher to introduce the topic effectively when dealing with the functions of the heart or the nervous system. In such a case the treatment is incidental and subsidiary, but none the less convincing. The problem of alcohol should be kept in its proper perspective. It is not only a sanitary problem, but a social and economic problem as well.

Textbook.

No textbook has been authorized for use by the pupil. At least two of the reference books listed below should be placed in the school library.

OUTLINE IN HEALTH EDUCATION

Unit I.—Keeping the Community Healthy

1.—Providing a good water supply.

(See also the work in General Science on water.)

(1) Qualities of good drinking water.

(2) Quantity required in cities, on farms, etc.; the relation of water supply to health; conservation of water.

- (3) Means of obtaining a large supply of water for cities and towns; how water is delivered to the homes.
- (4) Purification of water for cities and towns; action of sunlight and oxygen in a settling basin; how water is filtered; use of chemicals.
- (5) Wells—kinds, placement, protection.
- (6) Impurities in water—vegetable life, minerals, bacteria.
- (7) Precautions taken to prevent contamination.
- (8) Hard and soft waters; how water may be softened.
- (9) Dispensing water in schools and public places.

2.—Protecting the Community's Food Supply.

- (a) Protecting the milk supply:
    - (1) Why it is important to make regulations and to take precautions to protect milk.
    - (2) Testing cows for tuberculosis—method used, significance.
    - (3) Public health regulations with regard to the sale of milk as set down in the Public Health Act, i.e., standards regarding butter-fat content, solids, number of bacteria, etc.
    - (4) Scientific test used on milk; methods of pasteurization.
    - (5) Plan of a modern city dairy.
    - (6) Care of milk on the farm and in the home.
- (a) Protecting the general food supply:
    - (1) Protecting the people against food adulteration; some of the regulations made by the Dominion and Provincial authorities.
    - (2) Inspection and grading of meats.
    - (3) Regulations regarding sanitation in places where food is sold—markets, stores, restaurants, etc.
    - (4) Grading of butter and eggs.
    - (5) How foods are likely to become contaminated and carry disease germs.

3.—The Sanitary Disposal of Wastes in the Community.

- (a) The disposal of rubbish and garbage:
    - (1) Methods used by large cities to dispose of garbage.
    - (2) Care of garbage in the home.
    - (3) Keeping the farm free from rubbish and garbage.
    - (4) Why rubbish and garbage are a menace to health: breeding flies, source of disease germs, danger of fire, etc.
- (b) The disposal of sewage:
    - (1) How sewage is disposed of in large cities.
    - (2) Sanitary disposal on the farm—use of cesspools, tanks, filters, etc.
    - (3) The process of oxidation by which wastes are broken down.
    - (4) Protecting streams and wells from contamination.

4.—Controlling Insect Pests in the Community.

- (a) Eliminating the housefly: stages in the development of the fly; how flies carry disease; best means of exterminating flies.
- (b) Controlling the mosquito pest.

5.—How Health Departments Serve the Community.

(a) The organization of the Provincial Health Department; the work of this department; some important regulations made by this department.

(b) The organization of the local health department; members of this department; how they promote the health of the community.

6.—How Hospitals and Sanatoria Serve the Community.

(a) Why hospitals are necessary in the community.

(b) How we keep up standards in our hospital service.

(c) How hospitals are classified and supported.

UNIT II.—KEEPING ONESELF HEALTHY

Note.—The material of this unit may be correlated with Household Economics.

1.—Obtaining the Right Foods.

(a) Man's great effort to get an adequate food supply. Man's need for food, and his desire for a great variety of foods, have produced wars, migrations, discoveries, etc.

(b) What man has accomplished in obtaining foods. He has combed the earth's surface, adapted plants to different environments, developed superior plants through experimental breeding, and invented modern refrigeration, which allows fresh foods to be shipped to all parts of the world.

(c) What happens to food in the body; how it was discovered that food burns; the digestion and absorption of foods; the meaning of metabolism and the factors influencing it.

(d) The classification of foods and the significance of this classification—proteins, fats and carbohydrates.

(e) The sources and importance of minerals.

(f) The work of the vitamins.

(g) How food values are estimated: the consideration of such factors as calories, class of food, minerals, vitamins and water.

(h) Building a good diet—things to consider; practice in estimating the food value of various menus.

(i) Checking the diet by its effect on health: weight and growth; well-formed bones; good muscle tone; sound teeth; color of skin; energy and endurance.

(j) Food fads and fancies; learning not to be influenced by commercial advertising and diet faddists, but to form sound judgments regarding foods.

(k) Types of food poisoning, and protection against it.

2.—The Importance of Sleep.

(a) The physiological need for sleep—for growth, for repair of tissues, for removal of wastes, etc.

(b) The conditions necessary for healthful sleep; the amount of sleep needed in relation to age, activity, and underweight.

3.—The Need for Exercise Out-of-doors.

(a) The development of muscle co-ordination and tone through sports; improvement of posture; ease and grace of movement.

(b) The general improvement of all bodily functions through exercise—digestion, circulation, respiration, elimination.

(c) The social value of games.

4.—Why Cleanliness is Important to Health.

(a) The need for frequent bathing—the physiological effect on the skin; the antiseptic properties of soap; the value of baths for rest and stimulation.

(b) The importance of brushing the teeth twice a day: prevention of decay; stimulation of circulation in the gums. Discrimination in the choice of tooth brushes and dentifrices; the merits of advertised dental preparations.

(c) Care of the nails and the hair.

5.—Selection and Care of Clothing.

(a) Differences in use and wearing qualities of various kinds of cloth, such as silk, wool, cotton, and rayon. How fabrics are made, treated, and adulterated. The need for wise choice in buying clothes.

(b) How one should take care of clothes. Why soap removes stains and grease. The effect of hot water on wool. Why blueing is used. Proper ironing, especially of rayon fabrics. How to remove stains and spots.

(c) Good shoes—points of a good shoe; how shoes are made; disadvantages of rubber shoes or rubber soles; making sure that one is well fitted.

6.—Care of Special Organs: Eyes, Ears, Nose and Throat.

(a) Common defects in eyesight; prevention of eye infections; care of the eyes.

(b) Causes of deafness; prevention of ear infections; danger of a running ear; care of the ears.

(c) Position and function of the tonsils and adenoids; why they become infected and enlarged and the effect on general health; the prevention and care of colds and sore throats.

7.—Keeping Free of Communicable Diseases.

(a) Why many diseases have been almost eliminated; e.g., smallpox, diphtheria, typhoid fever.

(b) The importance of acquiring immunity through vaccination or inoculation; what happens within the body to establish immunity.

(c) The diseases of adolescence; e.g., tuberculosis.

(d) Building up a high resistance to disease.

(e) Keeping health regulations; such as those regarding isolation and quarantine.

8.—Developing Good Mental Habits.

(a) Mental and emotional health. Learn to take a keen active interest in friends, games and hobbies; learn to persevere in work, to meet disappointments bravely, to forget grudges quickly, to enjoy humorous situations, to be tolerant of the opinions of others, etc.

(b) Establish good social relationships. Be friendly towards others; take part in games and other social activities; appreciate what others can do, and try to do a few things well.

Suggestion.

Have the pupils conduct a survey of health habits in the school and the community.

UNIT III.—LEARNING TO PREVENT ACCIDENTS, AND BEING READY TO MEET EMERGENCIES

1.—Prevention of Accidents.

(a) In Alberta, accidents stand third in the list of causes of death. The pupils should obtain figures on mortality, both from the Provincial and from the Dominion Bureau of Statistics. They should also tabulate the causes of accidents from newspaper accounts.

(b) What is to be done to prevent motor accidents? Study traffic and highway regulations; precautions to be taken both by driver and pedestrian. Why are motor-car accidents increasing at an amazing rate?

(c) Prevention of accidents in the home—particular attention to fire, electricity, gas.

2.—Knowing What to Do in An Emergency.

(a) What to do for simple injuries: the best first-aid treatment for a cut, a bruise, a burn, a sprained ankle, or a frost-bite.

(b) How to check bleeding; e.g., from the nose, or from a blood vessel in the arm or leg; internal bleeding.

(c) What to do in case of asphyxiation—from apparent drowning, from smoke or gas poisoning, from electric shock.

(d) What to do if you suspect a broken bone. How to recognize a fracture; what to do for a simple and a compound fracture.

(e) What to do if you suspect poisoning. How to recognize poisoning; how to determine the treatment for poisoning. The best treatment for a few common types of poisoning.

(f) Planning an emergency cupboard or a first-aid kit for home or school—drugs needed; how to make sterile dressings at home; how to improvise splints, slings, etc.

REFERENCE BOOKS

For the Teacher:

"Fundamentals of Health"; Kirkpatrick & Huettner—Ginn.
"The Human Body"; Best and Taylor—Gage.
"Foundations of Nutrition"; Rose—Macmillan.
"Teaching Nutrition to Boys and Girls"; Rose—Macmillan.
"Nutrition and Physical Fitness"; Bozert—Saunders.
"Home and Community Hygiene"; Broadhurst—Lippincott.
"Everyday Problems in Science"; Pieper and Beauchamp—Gage.
"Personal Hygiene Applied"; Williams—Saunders.
"St. John Ambulance Society Book on First Aid."

For the Pupils:

"Science in the Service of Health"; Downing—Longmans, Green.
"Useful Science," Book II; Weed and Rexford—Winston.

"Health Through Science"; Charters, Smiley & Strang—Macmillan.
"The Hunger Fighters"; DeKruif—Harcourt-Brace.
"Community Health"; Turner and Collins—Heath.
"Physiology and Health"; Turner—Heath.
"Everyday Problems in Health"; Wheat and Fitzpatrick—American Book Co.
"Science and the Way to Health"; Andress and Brown—Ginn.

B.—PHYSICAL EDUCATION

TEXTBOOK AND REFERENCE BOOKS

1.—Authorized for the use of all teachers:

"Physical Education for Schools and Colleges" (Barker).

2.—Recommended as reference books.

(1) "Syllabus of Physical Training for Schools" (Board of Education).
(2) "Book of Games" (Staley).
(3) "Tumbling for Women and Girls" (B. and D. Cotterall).
(4) "Folk Dances of the People" (Burchenal).

SCOPE OF THE COURSE

(Barker)—Tables 1— 4 inclusive;
5—10 "
16—20 "

The value of "sets" or "tables" of free-arm exercises and classroom calisthenics has been very effectively challenged. It is being widely recognized that such exercises usually lack motivation, and that unless there is a desire on the part of the student to do well, and a feeling of satisfaction and pleasure, a great deal of the value has been lost. For this reason a variety of physical activities is being substituted for the rigid, formal exercises. It is recommended that a lesson in Physical Training should always follow the plan of the recreational tables, No. 1-4; that is, only at the beginning and conclusion of the lesson should there be formal exercises, the main part of the lesson being devoted to two or more general activities.

In using Tables 5-10 (boys), and 16-20 (girls), the teacher is advised to plan lessons as for Tables 1-4, keeping the formal work limited to one opening and one closing exercise.

It is expected that teachers will familiarize themselves with the details of class management described in the text, and that physical training classes will no longer be characterized by pupils standing still while the instructor gives long and detailed direction and involved words of command. In the formal exercises the sequence of movements should be very simple and should be practised to the point where they can be done in unison and rhythm on such a word as "begin.'" The ideal should be unceasing activity by all members of the class throughout the class period.

In many small schools most of this physical training work will have to be done out-of-doors. In many places arrangements have been made to secure the use of a local hall. The latter practice should be extended until school boards are in a position to provide adequate gymnasium facilities for their schools.

The organization of teams for inter-school competition cannot be considered as part of the work of this course, as it makes provision only for the development of greater skill by a small number of pupils. On the other hand, the organization of all students into teams, and the operation of "house leagues," does contribute to the realization of the aims of this part of the course.

JUNIOR BUSINESS

FOREWORD

The purpose of the course in Junior Business is to give young students in Grade IX a general picture of what is going on in the business world today. The course will be very broad and cover a large number of topics. It is out of the question to expect that these topics should be discussed in great detail. Certain topics will have a special appeal and be of special benefit to students in a particular community; and teachers will do well to give emphasis accordingly. In general, it will be found that special stress must be placed on the application of the topics to rural conditions in Alberta.

Students in Grade IX will be on the average about fourteen or fifteen years of age. The background of these students in most business affairs will be very limited; particularly in the case of students from rural communities.

The course is designed to fit the needs of these students. Some of them will be dropping out of school, others will be going on to Technical or Academic High School, and a third group will enter the Commercial High School. Irrespectively of what becomes of any individual student after he completes the work of the Intermediate School, it is necessary that all the students have some general ideas of the business world. The course in Junior Business should be prepared and taught with this as the underlying purpose.

Because the students are young and inexperienced, it will be difficult for them to make sound decisions on controversial points. These points should not be avoided, nor should there be any propaganda either for the traditional or for the radical view. The attention of the students should be called to the two sides of the controversy and every effort made to present both sides fairly. If a thoughtful and challenging attitude can be developed in the students, it will form the basis for real education.

Textbook and Reference Books

No textbook has been authorized. The Department of Education, however, will arrange to have a small manual prepared for the use of pupils and teachers. This manual will not be available before October 1st.

Some of the reference books listed below should be placed in the school library. Teachers will find the first two or three of the books mentioned especially helpful.

(1) "Our Business Life"; Lloyd L. Jones—Gregg Publishing Co., 1936, pp. 660.

(2) "Introduction to Business"; Kirk, Buckley & Waesche—The John C. Winston Co., 1932, pp. 478.

"Manual and Key"; (Teacher's) for "Introduction to Business"—Buckley and Waesche—John C. Winston Co.

(3) "Bookeeping for Immediate Use"; Kirk, Street and Odell—John C. Winston Co., 1934, pp. 393.
(4) "New Junior Business Training"; Frederick G. Nichols—American Book Co., 1930, pp. 388.
(5) "Essential of Business Practice"; Beattie & Bennett—Sir Isaac Pitman and Sons (Canada), Ltd., 1935, pp. 196.
(6) "Business Training"; A. E. ZuTavern—Commercial Text Book Co., South Pasadena, California, 1930, pp. 120.

OUTLINE

I.—Introduction to Business:

A. Definition.
B. History
C. Supply and Demand.
D. Motivation.
E. Interdependence.

II.—Business Ownership:

A. Single Proprietorship.
B. Partnership.
C. Companies.
D. Government Ownership.
E. Government Regulation.
F. Division of Governmental Legislation.
G. Public Utilities.

III.—Production:

A. Basic Production.
B. Manufacturing Processes.

IV.—Marketing:

A. Manufacturer's Agent.
B. Broker.
C. Commission Merchant.
D. Wholesale Dealer.
E. Retailer: General store; specialty store; department stores; mail order houses; chain stores; association; co-operative stores; direct selling; auction; cash-and-carry.
F. Marketing of Wheat: Elevators; handling of grain; selling; Wheat Pool; purchasers of grain; grading; weighing; grain exchange; hedging; options; quotations; units; world wheat situation; future of Canadian farmer.

V.—Advertising:

A. Purposes.
B. Forms.
C. Appeals.
D. Advantages to the Public.
E. Protection for the Consumer.

VI.—SALESMANSHIP:

- A. Basis of Sales: Profit to buyer; profit to seller; mutual confidence.
- B. Problems of Selling: Customer; salesman; knowledge of goods.
- C. Protection for Consumer.

VII.—STORAGE:

- A. Services of Storage: Constant supply of seasonal goods; constant production of seasonal goods; smoothing irregularities of market; smoothing irregularities of price; curing and ripening; grading and mixing; pool cars.
- B. The Costs of Storage.
- C. Some of the Kinds of Storage.

VIII.—TRANSPORTATION:

- A. History.
- B. Highway Transportation.
- C. Railroad Transportation: Kinds of trains; kinds of tickets; miscellaneous information on tickets; sleeping accommodation; baggage; accident insurance; dining cars; additional services.
- D. Water Transportation: Classes of accommodation: Atlantic; Pacific; coastal boats; lakes; rivers; kinds of boats; improvements in ocean transportation.
- E. Air Transportation.
- F. Carrying Money: Travellers' cheques; letters of credit.

IX.—SHIPPING:

- A. History.
- B. Methods: Freight; express; mail.
- C. Customs.
- D. Packing.

X.—COMMUNICATION:

- A. History.
- B. Mail: Importance of business letters; main points in writing business letters; purposes of business letters; circular letters; Canadian postal system: letters; air mail; post card; reply coupons; business reply envelopes; special delivery; registration; open letters; dead letters; forwarding letters; postal meters; postal permits; stamps; franking.
- C. Telephone: History; kinds of telephones; kinds of service; kinds of calls.
- D. Telegraph: Kinds of service; chargeable words; confirming messages.
- E. Cables: Kinds of service; chargeable words; code messages; cipher messages.
- F. Wireless.
- G. Radio.

XI.—REMITTANCES:

- A. Cash.
- B. Stamps.
- C. Negotiable Instruments.
- D. Postal Note.
- E. Post Office Money Order.

F. Telegraphic Money Order.
G. Express Money Order.
H. Bank Money Order.
I. Bank Drafts.

XII.—Credit System:

A. The Need for Credit.
B. Monetary System.
C. Legal Tender.
D. How Business is Financed.
E. Acquiring and Maintaining Credit.
F. Credit Rating Agencies.
G. Credit versus Cash Buying.
H. Instalment Buying.
I. Secured creditors.

XIII.—Our Financial Institutions:

A. Bank of Canada.
B. Chartered Banks: Introduction; bank accounts; negotiable instruments; safety deposit boxes; loans; safeguards for noteholders; safeguards for depositors.
C. Trust Companies.
D. Mortgage and Loan Companies.
E. Insurance Companies.
F. Security Brokers.

XIV.—Thrift:

A. True Meaning of Thrift.
B. Kinds of Thrift: Thrift in time; thrift in energy; thrift in money matters.

XV.—Budgets:

A. Purpose.
B. Household Budgets.
C. Business Budgets.
D. Government Budgets.
E. Living within Budget.

XVI.—Investments:

A. Speculation.
B. Investment.
C. Essentials before Investing: Safety; yield; marketability; full details.
D. Types of Investment: Savings account in chartered bank; savings in postal bank; loan and trust companies (savings account); bonds; stocks; insurance; annuities; real estate; mortgages.

XVII.—Business Forms:

A. Deposit Slips.
B. Cheques.

- C. Promissory Notes.
- D. Acceptances.
- E. Requisitions.
- F. Inquiries.
- G. Purchase Orders.
- H. Bills.
- I. Credit Invoices.
- J. Monthly Statements.
- K. Receipts.
- L. Vouchers.
- M. Financial Statements.
- N. Graphs.

XVIII.—FILING:

- A. Purposes.
- B. History.
- C. Kinds of Vertical Filing: Alphabetical; numerical; direct name; geographical; subject; visible card.

XIX.—OFFICE MACHINES AND APPLIANCES:

- A. Typewriters.
- B. Adding Machines.
- C. Cash Registers.
- D. Protectographs.
- E. Calculating Machines.
- F. Duplicating Machines: Gelatin pad; mimeograph; multigraph.
- G. Addressograph.
- H. Billing Machine.
- I. Dictograph.
- J. Dictaphone.
- K. Stenotype.
- L. Bookkeeping Machines.

XX.—BOOKKEEPING:

- A. Fundamental Equation.
- B. Theory of Debit and Credit.
- C. Practice work on Debit and Credit.
- D. Expense and Income Accounts.
- E. Summary of Debit and Credit.
- F. Two Parties to a Transaction.
- G. Merchandise and Net Worth Accounts.
- H. Journalizing.
- I. Practice Work in Journalizing.
- J. Ledger Accounts.
- K. Trial Balance.
- L. Trading Statement.
- M. Profit and Loss Statement.

N. Balance Sheet.
O. Practice Work.
P. Cash Book.

XXI.—FUNDAMENTALS OF CONTRACT:

A. Extent of Contract.
B. Essentials of Binding Contract: Offer and acceptance; consideration of form; capacity to contract; genuine consent; legality of object.
C. Discharge of Contract.
D. Remedies for Breach of Contract: Damages; specific performance; injunction.

XXII.—BUSINESS REFERENCES:

A. Dictionary.
B. Telephone Directory.
C. City Directory.
D. Credit Rating Book.
E. Price Lists and Catalogues.
F. Postal Information.
G. Canada Year Book.
H. Periodicals.
I. Newspapers.
J. Almanacs.
K. Express Classification.
L. Canadian Trade Index.

TYPEWRITING

The following is the authorized textbook for this course: "High School Typewriting"; Roszell and Hewitt—Gregg Publishing Co. This textbook is to be taken as the outline of the course.

ART

Note.—Teachers who offer this course are advised to read the outline of the course in Art in the new "Programme for the Elementary School."

The final year of the Intermediate School will be the last year at school for many pupils. The course in Art for Grade IX should therefore have a practical and social objective, aiming to relate school studies to the activities of everyday life in the home and in the community. As pupils approach maturity, good taste in matters of dress and personal appearance, and in the planning of home furnishings, grows more and more important. Pupils should realize that the same general principles apply in the selection of costume, or in the selection nad arrangement of furniture, furnishings, china, cutlery, etc., as in the exercises of the previous grades. There are, however, other factors or principles, peculiar to certain topics in Art, which must be given consideration. Some of these are stated at the head of the sections. A discussion of these, and others that may arise therefrom, should prove both interesting and valuable.

SUGGESTED ILLUSTRATIVE MATERIAL

Both the teacher and the pupils should make collections of illustrative material, such as the following:

1. Illustrations of interiors, showing furnishings and colour schemes, and design and arrangement of furniture.
2. Colour prints (miniatures) which one would like to have as pictures in the home, and which are suitable for different rooms.
3. Illustrations of bungalows, and floor plans; exterior views of churches, schools and other public buildings in the locality.
4. Illustrations from magazines and other sources showing the effective use of colour for the exterior of houses and other buildings.
5. Objects used in the industrial arts, or illustrations of objects used in the home, showing interesting qualities in colour and design.
6. Illustrations of well-arranged grounds, both rural and urban, showing arrangements of walks, trees, shrubs, flowers, etc.
7. Illustrations of costumes for boys and girls, of sport costumes, and of other clothing accessories.
8. Illustrations of posters (reprints in small size), cards, and other examples of good lettering.

This material is to be used only for the purpose of discussion and illustration. In no instance should it be copied. It should be mounted on craft paper of the same size as the drawing paper used, and kept in the same portfolio with the regular drawings.

I.—DESIGN

The main principles of design, related to everyday life.

Review the principles stressed in the preceding grades: proportion, balance, dominance.

Introduce the principles of repetition, rhythm, harmony or unity.

Use well-chosen illustrations of costumes, furniture, house interiors, house exteriors, etc., to exemplify the principles mentioned above.

(a) Pupils should examine the illustrations, in this or in the preceding years, and label them as good or bad, with reference to any of the above-named principles.

(b) Exercise in repetition. Make a cut-paper border, using abstract shapes, with black on a white ground or the reverse, and gray fillers. Or use figures, e.g., of animals in motion, showing in either instance, direct repetition and alternation of repetition. Unite the units (1) by tying; (2) by leaning.

II.—COLOUR

Colour in everyday life.

Review colour theory and colour harmonies of the previous grades, with reference to their use in interior decoration, house painting, garden planning, costume, advertising, etc.

(a) Trace one or two borders as in 1 (b) above, and render them in a split-complementary harmony.

Colour psychology, or the mental attitude to colour; warm and cool colours; advancing and receding colours, as they affect everyday life.

(b) Following a discussion of the foregoing, list for reference suitable colour schemes for a living room, a dining room, a bedroom, a room with a north light, a room with a south light, and a kitchen.

III.—LETTERING

The everyday use of lettering.

Review lettering, having pupils use round-nib lettering pens.

(a) Letter each finished exercise throughout the year. Include name and date, and use a small round-nib lettering pen. Exercises in other subjects may be lettered in like manner.

Review design in lettering, as in the following:

(1) Make full round ovals, and condense verticals.
(2) Raise and lower the waist-line in letters.
(3) Space letters in words.

(b) Letter a short announcement, or bulletin. Use capital letters, or capitals and lower-case letters.

The use of the broad-nib or manuscript pen (slant type).

(c) Practise making upper and lower-case letters and figures, using this pen.

(d) Design and letter Christmas and other greeting cards, place cards, and initial letters, using this pen. (This kind of lettering should be practised throughout the year.)

(e) Using square-section paper (1/8 inch section) and a large round-nib lettering pen, make a poster alphabet, to be used later in making a poster.

IV.—COSTUME

Costume, related to everyday life.

Discuss briefly the following:

1. Design and colours in materials used for present-day costumes.
2. How the principles of proportion, dominance, centre of interest, or harmony have a bearing on costume design.
3. How optical illusion overcomes difficulties in costume for a tall, slender figure, or for a short, plump figure.
4. What is "style" in costume? What effect does it have on costume?

Figure drawing.

Figure drawing reviewed; drawing from pose. Select a pose suitable for displaying a costume. Two sketches, one of a boy, and another of a girl, are required. (It may be necessary to introduce the work in costume by requiring several preliminary drawings from short poses.)

(a) Design a sport costume. In this, freedom of choice should be allowed. Costumes for skating, hockey, skiing, basketball, baseball, etc., should be designed, and coloured in suitable tints.

(b) Poster design. Suitable settings of the figures in (a) above, will afford interesting illustrations for a sports poster, or for the heading of the sports department in a yearbook. Or select a suitable subject which would suggest the use of a figure. The spacing and arrangement of a poster should receive attention. Letter with a lettering pen, as described above. Freedom of choice in the medium used for the poster should be allowed.

V.—House and Grounds

Relation of house and grounds to the immediate surroundings.

Discuss the following points:

1. Is it worth while to have pleasing home surroundings?
2. What makes a house look distinctive?
3. What would you look for in a well-planned house?

(a) Draw a lot or area to any convenient scale. Having in mind a local situation—either an urban lot, or an area suitable for a farm-house and buildings,—decide upon the location of these buildings.

(b) Having in mind the direction the house will face, make a floor plan for a bungalow. Indicate the position of the partitions, doors and windows. (This exercise should be correlated with arithmetic. Use either a T-square and triangles, or square-section paper.)

(c) Draw to a suitable scale the front and side elevations of a bungalow, in accordance with the plan just completed. (Use square-section paper. Observe carefully the proportions of the different parts.)

(d) Finish the drawings in (c) in an appropriate colour scheme: wall, roof, trim, and chimney.

(e) On the lot indicated in (a), plan the layout of the grounds in relation to the location of the buildings. Note convenience of arrangement, show walks, trees, shrubbery, flowers, fences, hedges, etc.

Note.—Interest will be greatly increased, and the value of the foregoing exercise will be much more lasting, if a class project is carried out. Divide the class into a grounds committee and a house committee, each under a capable leader. Using the best designs of the class, and following the class criticisms, have each committee carry out the work of actual construction to a suitable scale, on a suitable surface. (A half-inch or a quarter-inch to the foot should be a suitable scale. Burlap or sacking, appropriately coloured, may be used to represent the ground. The buildings, also constructed to the same scale, may be made of corrugated cardboard. These should be coloured according to the best colour-scheme submitted.

VI.—The House Interior

Discuss the following matters:

1. Should a living room and a dining room have similar furnishings?
2. What pictures are suitable for each room?
3. What makes a kitchen attractive?
4. Give a list of furnishings that you would like to have in your bedroom.

Three rooms, a living room, a boy's bedroom and a girl's bedroom, should be planned with regard to colour-schemes, furnishings and essential characteristics. Preliminary to the planning of the rooms, there should be sufficient class discussion to insure a proper understanding of the guiding principles necessary for successful outcomes.

(a) Make an elevation plan for an interior wall, and the floor plan for a living room, or for a bedroom. Work out a satisfactory colour-scheme for the walls, the wall trim, the floor, and the ceiling. (The boys will select a boy's room, the girls a girl's room, and all a living room.)

(b) Using the same plan or design, add furniture and furnishings in elevation only, to produce a harmonious colour-scheme.

(c) Plan a flower arrangement for the living-room table, in which attention is given to design and to colour harmony of the flowers and the bowl.

Note.—Interest is greatly increased by carrying out the following class project:

Divide the class into three groups, each with a leader. Each group will make a small model to any convenient scale (an inch to the foot, or two inches to the foot suggested) of one of the rooms. Corrugated cardboard and coloured paper are suggested as materials. The room should be finished in the most satisfactory colour-scheme selected from the class exercises. (The ceiling may be removed and the room viewed from above, or one wall may be removed and the room viewed from the side.) Small models of the best furniture and furnishings should be added to the rooms.

VII.—Furnishings

The study of modern types of furnishings.

(a) As an exercise preliminary to (b) below, using abstract shapes, plan a design for a horizontal surface which may be viewed equally well from opposite directions. A design for the back of a playing card, or similar surface is suggested.

(b) Using a suitable motif, design a hooked rug for a bedroom. With a somewhat similar motif, plan a design for a lamp shade, and for a cushion top or other article desired in the room. Pupils are free to make their own choice, keeping in mind a particular bedroom. Interesting creative work is possible here, as the texture of the material will condition the design.

(c) Colour each design, using colour-schemes that will harmonize with the room.

VIII.—Appreciation

The following pictures are prescribed for study:

"Spring, or Morning at the Lake"—Corot (DM 98).
"Harp of the Winds"—Martin (MM 69).
"Christ among the Doctors"—Hoffman (BR 54).
"Sistine Madonna"—Raphael (BR 58).
"The Boat"—Manet (DM 82).
"The Blue Boy"—Gainsborough (MM 734).
"Young Women"—Thayer (MM 96).
"Guardian of the Flock"—Millet (MM 229).

Note.—The complete set of eight pictures may be had from the School-Book Branch, Department of Education. (Price, 20c.)

MATERIALS

1. Drawing paper, 9×12; craft paper (heavy) for mounting illustrative material, 9×12.
2. Square-section paper, 9×12, with ⅛ inch section.
3. Black, white, and gray paper for cutting.
4. Coloured paper, assorted colours, for cutting.
5. Scissors; and paste or mucilage in bottles.
6. Colours—either tempera colours or water colours; brushes, one No. 7 and one No. 4.
7. India ink, HB pencils, ruler, soft eraser.
8. Round-nib pens, of a small, a medium and a large size; a penholder.
9. Broad-nib or manuscript pens, small, medium and large; penholders. (A brass reservoir attached to the pen-nib is serviceable.)
10. Colour prints, miniature size—approximately 3×4½; or larger size—about 8×10.

BIBLIOGRAPHY

Reference Books.

1. "Enjoyment and Use of Colour"—Sargent.
2. Writing, Illuminating and Lettering"—Johnston.
3. "P's and Q's"—Tannahill.
4. "Applied Drawing"—Brown.
5. "Applied Art"—Lemos.
6. "Art for Schools and Colleges"—Smyth.
7. 'Art in Everyday Life"—H. & V. Goldstein.
8. "Art in Home and Clothing"—Trilling and Williams.
9. "Design for Small Properties"—Bottomley.
10. "Beautifying the Home Grounds of Canada"—Howitt.

Note.—The teacher should have access to at least No. 4, *No.* 7, *and No.* 10.

BOOKS FOR BROADER READING

1. "Essentials of Design—DeGarmo and Winslow.
2. "Composition"—Dow.
3. "The Drawing Teacher"—Jacobs.
4. "Pictorial Composition"—Poore.
5. "Costume Design and Home Planning"—Izor.
6. "Manuscript Writing and Lettering."
7. "The Art of Lettering"—Svensen.

MUSIC

NOTE.—*Teachers who offer this course are requested to read carefully the outline of the course in Music in the new "Programme for the Elementary School." The methods there presented, and the approach to music theory and music appreciation there suggested, cannot fail to be helpful to all teachers of school music.*

Aims of the Course

The general aims of this course are to enable pupils to understand the music which they hear or perform, and to increase their appreciation of good music; to discover musical interests and aptitudes in the pupils, and to direct these into suitable vocal or instrumental channels of expression; to develop the pupils' technical power in music; to provide opportunity through music for social co-operation; and to cultivate in the pupils a love for beauty, which will act as a refining influence, not only on individual pupils, but on the school and community.

The specific aims of the course are to increase the pupils' pleasure in song-singing; to preserve and develop their voices during the period of change; to develop their harmonic sense through part-singing; to strengthen their ability to read music; and to provide suitable material and conditions for listening to music of a type that is beyond their power to reproduce.

The chief aim of the course is to enable pupils to find enjoyment in music, both in school and in after life. The course does not aim to produce professional musicians.

Minimum Requirements

This course in Music comprises the following parts:

1. Choral Music, including Voice Culture.	(1)
2. Ear-training and Sight-singing.	(1)
3. Elementary Theory.	(½)
4. Music Appreciation.	(½)
5. Instrumental Music.	

In school programmes where four periods a week are assigned to Music, two periods should be given to Part 1, one period to Part 2, and one period to Parts 3 and 4 alternately. (These numbers are shown above in parentheses.) If less time is available for Music, these numbers will be decreasd proportionately.

Parts 1 and 2 constitute the gist of the course, and are to be closely associated.

The requirement in Choral Music is that pupils master two or three unison songs a month, or one or two part-songs a month. *The year's work should include fifteen unison songs and ten part-songs.*

Parts 3 and 4 are important, but distinctly subsidiary to Parts 1 and 2.

Part 3 is to be based on the songs that are studied, and, in a general way, kept within the limits of the work required for those songs.

Part 4 will necessitate some outlay for records. A number of the records listed in the outline for Part 4 are recommended also for Music Appreciation in the elementary grades. (See the outline for Music in the "Programme for the Elementary School.") In the smaller schools, Grade IX may be combined with lower grades for Music Appreciation. *If no equipment has been provided for Part 4, it will be necessary that the teacher give additional time to Parts 1 and 2.*

Part 5 is the concern only of schools in which there is a school orchestra or a school band. In such schools, pupils who perform regularly on one musical instrument or more in a recognized orchestra or band may be granted Grade IX standing in Music, provided the following requirements have been met:

(1) Thee orchestra or band must be under the direction or supervision of the school.

(2) The members must meet regularly for practice under a competent conductor, and the practice sessions must occupy at least two hours a week throughout the school year.

(3) It must master a repertory of at least ten selections during the year, these of be of medium difficulty, of good quality, and of different types.

The types contained in the following folios or books will be regarded as satisfactory:

For Orchestras

Progressive Orchestra Edition, Grade I—Carl Fischer, 46 Cooper Square, New York.

Temple Orchestra Collection—J.. W. Pepper and Son, 33rd and Walnut Streets, Philadelphia.

Champion Orchestra Collection—J. W. Pepper and Son.

For Bands

Beginner's Band Book—J. W. Jenkins and Sons, Kansas City, Mo.

Educator Band Books—C. L. Barnhouse, Conservatory Building, Oskaloosa, Ia.

U. T. D. Band Books—John Church Co., Cincinnati, Ohio.

OUTLINE OF THE COURSE

Note.—In many rural schools it will be impossible to carry out the complete scheme as outlined, but in no case is it impossible to offer the less specialized parts of the outline.

1.—Choral Music

Song-singing.

Song-singing should include the study and performance of unison songs, part songs, and choruses, comprising folk-songs, classical songs, songs with descant, and modern songs. Rounds and canons should also be used; and easy cantatas may be introduced, if desired. The introduction of three and four-part singing (S.A.B. and S.A.T.B.) in this grade will naturally depend upon the condition of the boys' voices and the pupils' sight-reading ability, and must be left to the discretion of the instructor. It should not be stressed unduly. In the case of unchanged voices, no pupil, unless possessing a naturally low voice, should be regularly assigned to an alto part. Unison singing must receive attention.

Recommended Song Books

"Progressive Music Readers," Books III and IV.
"Cantemus," Part I.
"Halcyon Song Book."
"Music for Many Lands and Peoples." (Price, $2.50.)
"Twice Fifty-Five."

Note.—*Any of the books listed in this outline may be ordered from the School Book Branch, Department of Education.*

It is recommended that the "Progressive Music Readers," Book III, and "Cantemus" be used in schools where the instruction in Music has not previously been continuous, or productive of satisfactory attainment. Where the previous instruction has been sound and effective, the "Progressive Music Readers,"' Book IV, and "Cantemus" may be used, *or* the "Halcyon Song Book"' and "Cantemus." "Twice Fifty-Five" is recommended as a good collection of well-known songs for community singing.

Every school should acquire a repertoire of modern unison songs and part songs, also of duets and trios. *A comprehensive list of such musical selections, including also cantatas and operettas, may be obtained if desired from the Department of Education.*

The following firms are specialists in school music and will supply on application graded lists suitable for all requirements:

Arnold, 41 Maddoz Street, London, W.I.

Bayley & Ferguson, 54 Queen Street Glasgow.

Cramer & Co., 139 New Bond Street, London, W.I.

Curwen & Sons, 24 Berners Street, London, W.I.

Deane & Sons, Year Book Press, 32 Museum St., London, W.C.I.

Novello & Co., 160 Wardour Street, London, W.I.

Oxford University Press; Canadian Agents: Anglo-Canadian Music Co., 144 Victoria Street, Toronto.

Voice Culture.

The aim is to develop a correctly produced, light and easy-flowing tone, with accuracy of pitch. All forcing and straining of the voice must be avoided, special care being given to boys whose voices show signs of changing or "breaking." All voices, in fact, need to be under observation at all times. Diction must receive careful attention. In addition to vocalizing phrases from the songs being studied, other suitable voice exercises may be used.

Note.—Some of the pupils who have had no previous training in music, particularly vocal music, will not be able to derive much benefit from this course. *At the beginning of the school year, the teacher should give such pupils a simple voice and sight-singing test, and advise them in accordance with the results.*

The following book is recommended to teachers for exercises in *voice production*: "The School of Sight Singing"; Concone—Schirmer's Library, Vol. 245. (Price, $1.25.)

Teachers will also find much useful material relating to *voice culture* in the following three books:

"School Choir Training"; Margaret Nicholls—Novello's Elementary Music Manuals, No. 9.

"Class Singing for Schools"; C. V. Stanford—No. 2, Educational Library; Stainer & Bell, Ltd., 58 Berners St., London, W.I.

"The Boy's Changing Voice"; Mellaliew—Oxford University Press. Apply to the Anglo-Canadian Music Co., Toronto. (Price 35c.)

2.—EAR-TRAINING AND SIGHT-SINGING

Ear-training.

(1) Sol-fa names to be applied to short, easy phrases from the major mode, after they have been played or sung by the teacher.

(2) Short phrases from the major mode, sung or played by the teacher, to be written in staff notation in music dictation books.

Although song-singing forms the basis of the work for this grade, the importance of ear-training cannot be over-estimated. Writing from dictation should be continued. Special points of interest (e.g., imitations and sequences) connected with the structure of the music sung or played should also be noted. Simple melody-making may be introduced. At first, a short phrase is given by the teacher, to which the pupils add another phrase. In later stages of this work it may be possible to have the pupils add three phrases, making a four-phrase melody.

Sight-singing.

Singing at sight easy songs and other suitable music.

For this work the following books are recommended in addition to the song book mentioned above: "777 Exercises in Sight-Singing,"' Books II and III.

3.—MUSIC THEORY

The theory to be taught in connection with Choral Music is such as is necessary for performing with musical understanding and correctness the selections that are chosen.

The following matters should receive attention:

(1) The two clefs; notes and rests (all values); time signatures; key signatures; accent and rhythm.

(2) The major and minor scales, as the material from which music is made. Practice in writing the scales in different keys.

(3) The marks of expression, and some of the common musical terms.

If circumstances permit, the terms *tonic, dominant,* etc., may be introduced, and the intervals and their inversions may be explained.

The following books are recommended to the teacher:

"Rudiments of Musical Knowledge"; Chas. W. Pearce—Boosey & Hawkes, Toronto.

"Rudiments of Music"; Stewart Macpherson—Jos. Williams, Ltd., 32 Portland St. W., London, England.

"Grade School Music"—Cundiff & Dykema.

4.—MUSIC APPRECIATION

Good music, from its peculiar character, makes a three-fold appeal: first, to the ear, as purified, crystallized sound; second, to the intellect, engaging memory, and offering for discernment the relation of parts in a balanced form; and third, to the emotions and states of feeling. These larger art values receive little consideration in the elementary grades. They more properly belong to the course in Music for the Intermediate School, and the High School, where instruction in advanced phases of music is appropriate to the psychological maturity of the student, and involves a more comprehensive training of the ear than is afforded in the Elementary School.

While a certain amount of incidental study of music appreciation may be carried on in conjunction with the choral class, it is necessarily limited in scope, being confined to the particular music or composer under study. A more comprehensive course is necessary, to provide an opportunity for a *broad outlook over the field of music in general.* In this way the habit of critical listening is cultivated; and an intelligent idea of the various media of musical expression, music forms, music history, biography and aesthetics is gained, which, in the main, constitute the study of Music Appreciation. It bears the same relation to music education as the subject of Literature and its history bears to the study of English.

The purpose is to acquaint the student with the great literature of music in such a way that he may study it in the light of the times in which it was composed, and note the manner of development of its various forms. The success of the course depends on the presentation of a considerable amount of music, arranged to show the progress of musical art from the earliest times. Pupils are expected to memorize many of the more impressive themes from masterpieces and works bearing the individuality of their composers.

The influence of nationality may be shown, and the evolution of art in different schools of composers: the early church school, the mediaeval secular school, the contrapuntal school, the classical school, the romantic school and the modern school.

The course should include short, pointed lessons on the birth and development of opera and oratorio, and brief biographical studies of the great masters, supported by the performance of excerpts from their more celebrated works.

The development of the symphony orchestra is an important study. The different orchestral "choirs" and the timbre and capabilities of the instruments should be noted and compared.

Musical culture through listening lessons is the aim of the course. Musical artists, or advanced piano students, may be called upon to perform the supporting music for this course, but more can be accomplished through the medium of phonographic records. The Victor educational and other records are especially recommended for use in this study.

TOPICAL OUTLINE

Folk-songs.

Folk-songs of various peoples; their form and national characteristics. The influence of geographical and political conditions affecting the quality of a nation's creative music.

The true *folk-song* has no traceably definite origin. Folk-songs arose as a spontaneous expression in music of some incident in the life of the common people. They are for this reason sometimes termed "the wild flowers" of music. Many are traditional, their origin lying far back of the time when a system of musical notation began to be developed. Their rhythm naturally followed that of the strophic poetry of the time and the simple metrical steps of the folk dances. They were passed down "by word of mouth" from generation to generation, until the time came when they might be registered in notation.

The Art Song.

This is definitely a composed song, and the product of musical cultivation and inspiration. There are two forms: the *strophic* and the *through-composed*. In the strophic, each stanza of the words carries the same melody, though the accompaniment may be different. In the through-composed, the progression of changing sentiments is accompanied throughout by an appropriate and enhancing musical figuration. The instrumental accompaniment is closely integrated with the song, and becomes a more important feature than in the case of the strophic art song or the folk-song.

The Opera.

Definition of the *opera,* and explanation of its chief features, including the *overture, recitative, aria, chorus, intermezzo, duet, trio, quartet.*

The story of the rise of the opera about the year 1600. The history of the opera need not be followed through in this grade, but records illustrating the different features, periods and composers should be used. See the Chapter on the opera, with suggested records, in "What We Hear in Music," by Anne Shaw Faulkner (Victor Phonograph Co.).

The Oratorio.

The *oratorio* defined. The story of the earliest experiments in oratorio about the year 1600.

The Mass and Sacred Cantata.

A brief explanation.

The Symphony Orchestra.

The orchestral sections or "choirs"'; the different instruments in each section, illustrated by sound (records) and by picture. See "Instruments of the Orchestra" (Victor Phonograph Co., Montreal).

Textbook.

No textbook is prescribed for Music Appreciation. *The teacher should see that one or two reference books are placed in the school library. Problems and projects relating to the history of music and the biographies of great masters may be assigned to members of the class, who will search for their own material.*

It is suggested that in schools where but little equipment can be provided for Music Appreciation, the teacher use the "Music Appreciation Album for Upper Grades," put out by the Victor Phonograph Co. This album contains seven double records, a book of instructions, and cards illustrating different musical instruments. The approximate price is $7.50.

See the remarks under "Minimum Requirements."

TEACHERS' REFERENCE BOOKS

	Approx. Price
"What We Hear In Music": Faulkner-Victor Phonograph Co., Montreal	$2.00
"Teaching Music from an Appreciative Basis"; Mohler—C. C. Birchard. 221 Columbus Ave., Boston, Mass.	2.00
"Music Appreciation Taught by Means of the Gramaphone"; Stone—Scott, Foreman & Co., Chicago	.75
"First Lessons in Music Appreciation"; Mayne—J. M. Dent & Sons, Toronto	.85
"Listening Lessons in Music"; Fryberger—Silver Burdett & Co., 221 Columbus Ave., Boston	1.60
"Music Appreciation Lessons"—Clarke, Irwin & Co., 86 Richmond St. West, Toronto.	
"Music Appreciation for the Junior High School"; Glen and Lowry—Silver Burdett & Co.	
"Music Appreciation for Children"—Victor.	

RECOMMENDED PHONOGRAPH RECORDS

Folk-songs.

English.

1238	Drink to Me Only with Thine Eyes.
19961	D'ye Ken John Peel?

Russian

6822	Volga Boat Song.

Scotch.

4083	Ye Banks and Braes.
4083	Scots Wha Hae.

Gaelic.

216521	O My Boatman!

Irish.

1238	Believe Me If All Those Endearing Young Charms.
4186	The Londonderry Air.
35878	Songs of Ireland.

Welsh.

1558	All Through the Night.

Italian.

1204	Santa Lucia.
1099	O Sole Mio.

French.

20152	The Duke of Marlborough.

French-Canadian. (See Victor special French-Canadian catalogue.)

Allouette.

German.

87021	True Love.
88547	The Lorelei.

Spanish.

64042	Linda Mia.

Norwegian.

65929	To Norway, Mother of the Brave.

Art Songs.

Schubert.

120822	Hark, Hark, the Lark.
17634	Who is Sylvia?
6927	Serenade.
7657	The Erl King.

Grieg.

6924	Solveig's Song.

Schumann.

6563	The Two Grenadiers.
15145	(Brunswick Recording) The Nut Tree.
64519	I'Ill Not Complain.

Brahms.

1756	Cradle Song.
8763	True Love.

Robert Franz.

88542	In Autumn.

Richard Strauss.

1726	All Souls' Day.

Dvorak.

87051	Songs My Mother Taught Me.

Opera.

7770	Celesta Aida (Verdi).
8105	Home to our Mountain—duet (Verdi).
35940	Gems from "Aida" (Verdi).
8091	Habanera, from "Carmen" (Bizet).
8124	Toreador (Bizet).
6563	O Star of Eve! (Wagner)
1616	La Donna E Mobile (Verdi).

Opera Chorus.

20127	Anvil Chorus (Verdi).
20127	Pilgrims' Chorus (Wagner).

Sacred Vocal Music.

Oratorio Chorus.

9125	And the Glory of the Lord (Handel).
35767	Hallelujah Chorus (Handel).
130804	We Bow Our Heads (Bach).
9018	Behold the Lamb of God; Glory to God (Handel).

Cantata

35856 Hear My Prayer (Mendelssohn).

Mass.

35768 Gloria from the Twelfth Mass (Mozart).

Oratorio Solo.

120817 Hear Ye Israel from "Elijah" (Mendelssohn).

Orchestra.

1312 Ballet Music from "Rosamund" (Schubert).
9059-60 Overture from "Tannhäuser" (Wagner).
35924 Overture from "Raymond" (Thomas).
20011 Intermezzo from "Cavalleria Rusticana" (Mascagni).
35976 Intermezzo from "Jewels of the Madonna" (Wolf-Ferrari).

Orchestral Suites.

8662-4 Nut-Cracker Suite (Tschaikowsky).
11834 and 11835 Peer Gynt (Grieg).
7200-02 Carnival of the Animals (Saint-Saëns).

Symphonies.

6663-4-5 Unfinished Symphony (Schubert).
6725-30 Symphony in D Minor (César Franck).
9029-32 Symphony No. 5 (Beethoven).

Orchestra—Miscellaneous.

6505 Danse Macabre (Saint-Saëns).
9009 Henry VIII Dances (German).
8542-8545 Excerpts from "Die Walküre."
20443 Narcissus (Nevin).
6579 Flight of the Bumble-Bee (Rimsky-Korsakov).
8702 Festival of Bagdad; Young Prince and the Young Princess (Rimsky-Korsakov).

Solo Instrumental.

Piano.

8735-7836 Sonata in C Sharp Minor (Moonlight) (Beethoven).

Violin.

6691 Rondo (Schubert).

Organ.

6648 Largo (Handel).

Violoncello.

1143 The Swan (Saint-Saëns).
1143 Moment Musicale (Schubert).

Note.—Certain records of the foregoing list have been given new numbers in the recent catalogue of the Victor Company. Information relating to numbers which cannot be found in the new catalogue may be obtained by writing to the Victor Phonograph Company, Camden, New Jersey.

DRAMATICS

Dramatics is the creative enjoyment of literature through self-expression, and co-operative effort. Like all the arts, it has enjoyment as its primary purpose; like all the arts also, it demands patience, sincerity and hard work. More than any other art, it combines many activities, including acting, stage-managing, lighting, costuming; and certainly it provides unlimited opportunity for group discipline and co-operation.

In the widely dispersed and often poorly equipped rural schools of the Province, teachers will have to use imagination and ingenuity in adapting the course to circumstances. Even in the cities, the lack of space and equipment will prove a challenge to their resourcefulness. Of necessity, therefore, the course in Dramatics is tentative and experimental. It is hoped that teachers will experiment freely, and in the larger centres especially, exercise their initiative and ingenuity as far as time and facilities will permit.

Teachers are asked to use this outline merely as a guide: not as a yardstick of achievement, nor as a body of material that must be "covered" word by word, and line by line. *The course is not to consist of topics, either technical or informational, but of plays.* It must not become academic in any sense of the word, nor, on the other hand, must it degenerate into merely "putting on a play"—saying lines, and strutting on the stage. Acting is the expression of thought and emotion by means of the body, and as such requires very definite and specific training. The art of the theatre is complex and difficult, and every teacher should keep the ultimate aim of the course clearly in mind, even if circumstances sometimes make achievement difficult.

A course in dramatics should be integrated with other material of the curriculum, serving as an enterprise centre for the teaching of as many things as possible. This will train the students in good use of the voice, by furnishing a freedom and range of expression that cannot be found within the limits of the work in Oral Composition; and it will also bring students into contact with a large body of experience and of fact outside the usual categories of school curricula.

In addition to the list of plays recommended for production, teachers will find material for dramatization in the Literature and Social Studies of the Grade IX programme. This creative activity of dramatization by the class should not be overlooked. Examples of this type of work can be found in "Playmaking and Plays," by Merrill and Fleming.

Part of the course should consist in the preparation of a scrap-book containing material on the history of costumes in definite periods, on furniture, modes of hairdressing, types of physiognomy, etc. This will be the student's work-book, and will be open to inspection.

The construction of a miniature stage may be one of the class activities; but only when the stage is related to a play actually in the course of production by the class.

Teachers will be well advised to persevere in keeping the idea of definite achievement before the pupils. There is naturally, with the majority of pupils, a feeling that a course in dramatics is like play. It may be. But thoroughness in an elementary sense should be demanded. Pupils should learn that bluffing has no more place in dramatics than in mathematics or science. It is possible to be genuinely entertained by something useful. Dramatics may be, and must be shown to be, useful. A course in dramatics offers an opportunity for individual teaching such as no other course offers, if the teacher is alert and conscientious.

Textbook.

Since the course does not consist of formal lectures on such technical matters as stage décor, lighting, plot structure, etc., *no textbook has been prescribed for use by the students.*

Several good textbooks are available, which may be used by the teacher for reference.

OBJECTIVES

General.

1. To provide for the students opportunities for creative enjoyment.
2. To continue and develop the work in dramatization early begun in the elementary schools, with the purpose of stimulating the imagination, encouraging self-expression, developing self-assurance and character, and inculcating social and moral ideals.
3. To integrate dramatics with other materials of the curriculum.
4. To impart an elementary knowledge of the arts of the theatre.
5. To provide as much opportunity as possible for the students to act, the technical details of the art being taught gradually and to some extent incidentally. This technique will include correct posture, voice production, enunciation, poise, self-control, stage grouping, stage mechanics.
6. To familiarize the students with some good plays, and to develop their ability to read and to view plays with critical appreciation.

Specific.

1. Appreciation of the drama:
    (1) Reading to discover differences—
        (a) Between good and bad plays.
        (b) Between one-act and full-length plays.
        (c) In kinds of drama—comedy, farce, melodrama, tragedy, historical, naturalistic, romantic, symbolistic and realistic.
    (2) Reading plays to familiarize the student with the various phases in the development of the actor, the playwright and the play.
    (3) Reading the best in modern dramatic literature.
    (4) Studying the change in the development of the theatre.
    (5) Thinking of the drama as a phase of life,—within it, not remote from it.
2. Interpretation of the drama:
    (1) Aesthetic: interpretation of plays to show their spiritual significance.
    (2) Technical: to develop a working knowledge of the technique involved in acting, stagecraft and direction.
3. Production:

The actual production of a number of selected plays, *managed and controlled* by the pupils. The pupils will thereby learn *co-operation,* economy and inventiveness.

4. Creation of drama:

This is for advanced or talented pupils with distinct creative ability It should result in the writing of a play, a synopsis of a play, or a skit.

It is not proposed to train finished actors, but rather to prepare each pupil to face life freed from handicaps of voice, diction and bearing; and to train him to think clearly, analyze carefully and use judgment and initiative in handling the problems that confront him.

The two elements of dramatic training, knowing and doing, have been kept in mind, and every effort has been made to maintain a correct balance between them.

The keynote of the course is sincerity. *Disapproval of artificiality cannot be too strong.*

SUGGESTED PUPIL ACTIVITIES

(1) Pupils may prepare to discuss or criticize orally a play they have seen.

(2) They may prepare to give pantomimes and interpretative play readings during the term.

(3) They may keep a bulletin board on which will be posted any dramatic or literary news of general interest.

(4) Each class may, after the first six or eight weeks of the term, be divided into unit groups for play production. Each group unit should contain a director, actors, and stage technicians sufficient to produce the selected play.

(5) Each pupil should be required to take some definite part in each public performance. He should be required to have acted, to have directed, and to have done some technical back-stage work.

(6) Each pupil should be required to keep a theatrical scrap-book for pictures of posture, grouping, actors, clippings, etc.

(7) Each pupil should prepare a director's script, complete, with (a) scenic designs; (b) floor plan; (c) property; (d) lighting plot and cues; and (e) stage directions.

OUTLINE OF COURSE

FIRST TERM—13 WEEKS

I.—Voice and Diction (2 weeks—8 lessons):

Voice:

1. Mechanism of the voice. Use a chart such as the one on Page 134 of "The Stage and the School" (Ommaney).
2. Correct breathing (central breathing) to get volume control, etc.
3. Quality, pitch, modulation (inflection).

Diction:

1. Improvement of enunciation and pronunciation.
2. Vowel sounds. Learn to distinguish more vowel sounds than are ordinarily recognized and used.

3. Consonants. Practise careful articulation to make consonants clear-cut.
4. Strive to correct such common errors as—

   "jist" for just";
   "becuz" for "because";
   "uv" for "of";
   "fer" for "for";
   "teh" for "to";
   "gonna" for "going to."

   (These are some of the worst, but the list can be extended to take in many others.)

References:

Exercises: "The Stage and the School," by Ommaney.

Voice and Diction: "Voice and Speech Problems," by Raubcheck-Davis-Carll.

II.—Appreciation (2 weeks—8 lessons):

1. The play should be read first. (Some teachers may prefer to read it aloud to the class; others will prefer having the class read it, silently. Where the teacher does the reading there is the danger that the imitative children will adopt the teacher's style and develop nothing for themselves.)

Play 1.

2. Class discussion of the play for type, plot, characterization, setting.
3. Select a cast and have them read the play aloud, giving attention to voice, diction, characterization, etc.
4. Friendly discussion and constructive criticism.
5. A second reading of the play by a different group. The pupils may make the selection of the readers, or there may be volunteers for the various parts.

Play 2.

6. Read another one-act play, following the same procedure as for the first; *or*

   Read several one-act plays silently with a short discussion afterwards.

Reference: "Drama and Dramatics," by Helen Randle Fish.

III.—Scrap-books:

1. *First method*: Encourage each pupil to keep a scrap-book for himself. This method becomes difficult in a large class.
2. *Second method*: Have only a class scrap-book, to which each pupil will try to contribute.
3. The scrap-book may be of the ordinary kind, into which the material is pasted; *or*

   It may be a collection of "mounts." The latter type of book is constructed in the following way. Let all the pupils mount their contributions (articles, sketches, illustrations of costume, etc.) on pieces of stiff paper, all of the same size. These may be set up for inspection or reference, and later tied or bound together to form the scrap-book, and at the end of the term the pupils may take their mounts away if they wish.

REFERENCE: "The Stage and the School," by Ommaney.

IV.—Acting (4 weeks—16 lessons):

(Teach only the essentials of stage deportment and movement.)

1. Posture: correct standing, sitting, walking, crossing the stage.
2. Pantomime:
   - (a) Facial expression (precedes action).
   - (b) Gesture. (Arm movements begin at shoulder. Wrist leads in gesture of hand. Use upstage arm for gestures whenever possible.)
   - (c) Use of pantomime to express emotion. Positive emotions, such as courage, expressed by free and unhampered posture and action; negative emotions, such as fear, expressed by restricted posture and action.
3. Movement on the stage must be limited to what is essential. Every movement must have a reason; but do not have an actor move every time he has the chance, even with a reason, or rhythm will become merely restlessness.
4. Keep the stage balanced.
5. Avoid masking.
6. Pick up cues quickly.
7. Keep in character.

Teach only a few elementary rules, keeping the language simple.

REFERENCES:

"The Player's Handbook," by Selden.

"The Stage and the School," by Ommaney.

Note.—It is recommended that every teacher have access to these two books, whether or not any other reference books are available. They will be found useful in all phases of the course.

"Drama and Dramatics," by Fish.

"Amateur Acting and Play Production," by Wayne Campbell.

"The Art of Pantomime," by Aubert.

V.—Producing a Play:

Play 3;

1. Read and discuss, as for Play 1.
2. Cast, using the whole class and thus having several groups each working on the play. Special attention must now be given to voice, diction, and acting.

Or Play 1 or 2, if teacher or class prefers.

(This play may be presented at the Christmas "Lit" or concert.)

REFERENCES:

"Amateur Acting and Play Production," by Wayne Campbell.

"The Art of Play Production," by John Dolman, jr.

SECOND TERM (18 weeks).

VI.—Setting (3 weeks—12 lessons):

For the discussion of principles involved in stage setting, use several plays, including the ones studied and some new ones.

The perfect set should form an appropriate background for the mood of the play, and should satisfy the eye of the spectator.

Study illustrations of exterior and interior settings. Pupils should be encouraged to collect illustrations for themselves.

1. Show the significance of the straight and the curved line.
2. Show what is accomplished by a variety of playing levels.
3. Study the placing of entrances and exits, and of windows, alcoves, doors, etc.
4. The use of elements such as steps, pillar pieces, etc.
5. Color in sets. (The background should be kept neutral.)
6. The placing of furniture.
7. The pupils should be required to design one or two sets. They should design the best sets possible and then adapt them to the limitations of their own stage. The designs should be as simple as possible, but nevertheless have some beauty.

It is possible to teach the pupils the actual construction of flats, etc., if time allows. They would perhaps be interested in designing and making the set for the final play.

REFERENCES:

"Amateur Acting and Play Production," by Wayne Campbell.
"Scenery Simplified," by Webster and Wetzel.

VII.—Make-up and Costume (3 weeks—12 lessons):

1. Make-up: general principles.

   Make-up will probably have to be limited to demonstrations by the teacher, but if expenses will permit, the pupils should try their hand at it.
   The teacher should use characters from life or from the plays studied, and show that physiognomy is usually a result of character.
   See that the pupils have a good understanding of straight make-up, and if time and equipment permit, proceed to character make-up.

   REFERENCES:

   "Make-up and Costume," by Haynes and Cohen.
   "Time to Make-up," by Wharf.

2. Costume:
   - (1) Line and color in costume.
   - (2) Story of development of costume.
   - (3) If one of the plays studied is a costume play, the pupils may design the costumes. In some schools it may be possible for the pupils even to make them.

REFERENCES:

"Creative Dramatics for Secondary Education," by W. N. Viola (Expression Co., Boston).

"Stage Costuming," by Agnes B. Young (Macmillan Co.).

VIII.—Lighting (1 week—4 lessons).

1. Purpose of lighting.
2. Emphasize effects rather than equipment; demonstrations rather than construction. However, as in other sections of the work, if time and expense and situation allow, pupils may try construction of lighting equipment.
3. Plan the lighting for one or two plays.

IX.—Direction (6 weeks—24 lessons):

1. Analysis of the play—type, mood, characterization, tempo.
2. Planning the general action of the play, and as much of the "business" as possible. It is necessary to have the general action planned beforehand, and all action, business, etc., written into the MSS. Much of this may have to be changed when the play goes into rehearsal, but a director must have a plan before he begins on the pupils.
3. Casting: For school-room production the teacher may cast against type, but for public production casting to type is a safer plan.
4. Reading the play aloud. Let no error be established. Some directors have several readings of the play before actual rehearsal begins, but this method is apt to bore young people.
5. In the first few rehearsals pupils should retain their MSS. In fact, they should read the lines until they know the general routine movement and quite a bit of the business.
6. Memorizing lines. This should begin as soon as the pupils know the movement. Insist upon exactness at first; it is quite as easy to memorize the exact words as others substituted by the pupil. As the play progresses, some pupils will slip in the odd error. If it fits in all right, let it go. They must always have the cues right.
7. Rehearsal for continuity. When the cast know their stage movement and most of the business, and the lines pretty well, let them go through the play from first to last, with no directing whatever. Both cast and director will get a good idea of just where polish is needed most, and where the time should be quickened or slowed, etc.
8. Rehearsals for polish. Towards the end, bring in someone to be a sort of advance audience. This guest will have the effect of putting "pep" into the cast.

REFERENCES:

"The Art of Play Production," by John Dolman, jr.

"The Stage and the School," by Ommaney.

X.—Producing a Play—a class enterprise:

(Use every member of the class in some capacity.)

1. The class with the teacher's advice will choose a play.
2. The class will, also with the teacher's advice, choose committees to look after—

   costuming,
   make-up,
   lighting,
   managing the stage,
   prompting,
   directing the casting, and
   acting.

   The pupils will do all the work themselves, the teacher supervising as little as possible.

   They may have outside rehearsals.

Suggestion:

In Edmonton and Calgary and other large centres, the schools could be encouraged to put on a different play each, and a school festival, not competitive, could be held in a central hall.

GENERAL LIST OF REFERENCE BOOKS

Note.—The first two books on the following list will furnish the teacher with sufficient reference material to cover the essentials of the course. If the resources of the school permit, a larger reference library is recommended.

"The Players Handbook"; Selden—Crofts Publishing Co.
"The Stage and the School"; Katharine Anne Ommaney—Harper and Brothers, New York.
"The Art of Play Production"; John Dolman, jr.—Harper and Brothers, New York. (An especially good book for general reference, and inspiration.)
"Amateur Acting and Play Production"; Wayne Campbell—Macmillan Co.
"Technique in Dramatic Art"; H. Bosworth—Macmillan Co.
"Drama and Dramatics"; Helen Randle Fish—Macmillan Co.
"Playmaking and Plays"; Merrill and Fleming—Macmillan Co.
"The Stage is Set"; Lee Simonson—Harcourt, Brace and Co. (For advanced work and inspiration.)
"Voice and Speech Problems"; Raubcheck-Davis-Carll—Prentice-Hall Inc., New York.
"First Principles of Speech Training"; Avery-Dorsey-Suckels—Appleton & Co.
"Make-up and Costume"; Haynes and Cohen—Institute of Applied Art, Edmonton.
"Stage Costuming"; Agnes B. Young—Macmillan Co.
"Historic Costume"; Lester.
"Scenery Simplified"; Webster & Wetzel—Elridge Entertainment House, Inc.
"The Art of Pantomime"; Aubert—Henry Holt & Co.
"Time to Make-up"; Wharf—Walter Baker Co.

"Creative Dramatics for Secondary Education"; W. N. Viola—Expression Co., Boston.

"You Can Sing"; Madam Novello Davis.

LIST OF PLAYS RECOMMENDED FOR GRADE IX.

Note.—The recommending of this list does not preclude the choice of other plays.

One-Act Plays

A Night at an Inn—Dunsany
The Weather Breeder—Dennison
The Knave of Hearts—Louise Saunders
The Twilight Saint—Stark Young
My Lady's Rose—Knoblock
The Proposal—Chekov

Contained in
"Drama and Dramatics" by Fish
(Macmillan & Co.).

Babouschka—Van der Veer.
Sir David Wears a Crown—Stuart Walker.
The Seven Dragons of Kent—Gwen Pharis.
The Golden Doom—Dunsany.
The Last War—Neil Grant.
Six—Theodore Swartz.
The Tempest—Adaptation by Dorothy Coit.
Bimbo the Pirate—Tarkington.
Beauty and the Jacobin—Tarkington.
The First Dress Suit—Medcraft.
Poor Maddalena—Louise Saunders.
Birthday of the Infanta—Stuart Walker.
The End of the Beginning—Sean O'Casey.
Why the Chimes Rang—MacFadden.
The Romance of the Willow Pattern—Van der Veer.

Longer Plays

Doctor in Spite of Himself—Molière
The Imaginary Invalid—Molière
Pierre Patelin

Non-royalty plays.

The above plays can all be procured from the Department of Extension, University of Alberta.

Marie Hébert
Father Lacombe
Poet of the Plains
The King's Girls

Pioneer Theatre Series
By
E. J. Thorlakson
(Institute of Applied Art, Edmonton).

These 20-minute plays based on dramatic incidents from Canadian history have been specially adapted for Grades VII, VIII, and IX.

ORAL FRENCH

The course in Oral French is planned primarily for districts having a French-speaking teacher. It aims to give pupils the advantage of a year in oral French, without requiring them to take an academic course and prepare for a written examination, which would necessarily demand a more rapid advance, and a more conscious use of the grammaitcal forms and idioms of the language.

To teach this course successfully, the teacher requires a two-fold equipment: (1) the ability to converse freely in the language; and (2) a clear conception of the principles underlying language training. A French-speaking teacher may find himself unable to secure good results through failure to recognize the best methods of developing language ability. An English-speaking teacher may have a clear conception of the psychological principles involved in skilful teaching, but may be incapacitated by lack of facility in the language.

The course as planned will be actively oral. Reading and writing will be introduced only as aids to assist in the active acquirement of the language. The ear, the tongue, and the eye must be trained before any writing is done. The natural method of childhood should be kept in mind. The ear is carefully trained; then the tongue attempts the sounds; later the eye sees and reads them; and still later the pupil writes what he has heard and said and seen. As this training advances, the mind must always comprehend the language forms presented. The teacher must display good judgment in presenting the material. Monotony is to be avoided. Through skilfully planned repetition and carefully directed drill, the pupil must be led to express himself within the limits of the vocabulary he has acquired.

The Camerlynck text has been chosen for this course because it contains a suitable body of carefully graded language material. Teachers should not attempt to cover the whole book in one year. *The course should be kept very flexible.* It is expected that singing, dramatics, games and various forms of language drill will be introduced by way of stimulating interest and affording a maximum of practice. The course may be taught in a variety of ways, according to the special ability of the teacher. One teacher might specialize on conversation, another on dramatic work, another on singing, another on games, and still another on a combination of two or more of these types of work. But it is not intended that an individual teacher shall make use of all these devices for maintaining interest. Indeed an extremely skilful teacher can maintain the enthusiasm of the class without any of these more formal aids, as the acquisition of the power of expression through the forms of a new language is exciting enough to keep the ordinary class alert.

It is recommended that classes in this course be limited to twenty pupils; that pupils of less than average intelligence be not admitted to the course; and that no teacher attempt the course who is not properly qualified to use French as the language of instruction.

The following books should be carefully studied by all teachers who conduct the classes in Oral French in the Intermediate School:—

(1) "The Principles of Language Study"; Harold E. Palmer—World Book Co., Yonkers-on-Hudson, N.Y.

(2) "The Cleveland Plan"; E. B. de Sauzé—John C. Winston Co., Toronto.

Recommended Textbooks

1. "France—-Première Année de Français"; Camerlynck and Camerlynck—Allyn and Bacon.
2. "Pour les Petits"; Camerlynck and Camerlynck.
3. "Parlons Français"; Camerlynck and Camerlynck.
4. "Mes Premiers Pas en Français"; Chapuzet et Daniels—D. C. Heath & Co.
5. "French with a Smile"; P. J. B. Neilson—Thos. Nelson & Sons.
6. "Coquerico"—Ginn & Co.

The first book mentioned above is recommended for general use as a textbook. The second may be used in place of the first in schools where only a small amount of time is available for the course. In some schools teachers may find the third or the fourth preferable to the first or the second.

The last two are suggested as reading books. Their use is recommended only where a considerable amount of time is devoted to the course, and only with classes that make rapid progress. The material they contain, when used, is not to be translated into English, but is to be read rapidly for oral practice and aural comprehension.

GENERAL SHOP

An outline of this course may be obtained on request from the Department of Education, Edmonton.

For certain phases of this course the following book is recommended for use as a textbook: "Woodwork for Junior High Schools"; A. S. Hamilton—Copp, Clark Co.

HOUSEHOLD ECONOMICS

An outline of this course may be obtained on request from the Department of Education, Edmonton.

The following book is recommended for use as a textbook: "Fundamentals of Home Economics"; Jensen, Jensen and Ziller—Macmillan Co.

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